
••• The AMERICAN ••• SHORTHAND TEACHER

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and Other Commercial Subjects

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No. 8

Some Neglected Subjects in Commercial Education

By Arnon W. Welch, M.A., LL.B.

IN every age of the world's history, in every century, and in every generation there have been lamenters, people whose expressions, if put into book form would add a volume to the literature of "Lamentations." The lamenters we have always with us.

But there are lamenters—and lamenters. They are not all alike. The type of lamenters who lament merely that the "good old days" have passed, that things are not now done

SPELLING

The purpose of the articles appearing under the above title is in no wise to blame or criticize, but merely to present in bold relief some elements of situations founded on facts within the writer's knowledge. Having been a teacher, he writes with sympathetic appreciation of teachers' problems. We are well aware that short articles of a general nature can be neither inclusive in their treatment nor applicable to every school. If the shoe doesn't fit, don't try to wear it. It is intended that certain points of view be emphasized rather than new ones developed.—Editor's Note.

oil lamp, and modern means of communication.

The lamenters of to-day has taken a new form. He laments not the

as they used to be done, is rapidly becoming obsolete. No one would like things to be done now as they used to be done. The old methods will not fit into the present complicated order of things. Even the mossback appreciates the convenience of the electric button over the the necessity of of travel and

passing of the old order or of old methods. He laments the inadequacy of present methods and the results obtained. However, he is looking forward, not backward. In many cases he doesn't know what the old methods were or has lost sight of them if he knew. But he weeps, wails, and gnashes his teeth at some of the things that jar him in the grand concourse of life.

One thing about which we hear a great deal of lamentation on every hand is poor spelling, or, as in some instances, no spelling at all, together with a twin sister of poor spelling, the lack of an understanding of the meaning of words. Business men cry out in holy horror at the atrocities that greet their eyes. College and university professors throw up their hands in despair and say: "O God, that someone would teach these poor ignoramuses to spell!" High school teachers think it is a disgrace that so many boys and girls get through the grammar schools without learning to spell.

Grammar school teachers, struggling heroically with new methods and making flank attacks on reading and spelling, are somewhat bewildered at even an intimation that they might do more, perhaps rightfully so. The family at home join in on the chorus, "They can't spell."

Now, then, Suzanne enters the educational automat, taking things as she comes to them. (For the purposes of this article, Suzanne might just as well be Mary, Jane, Robert, Junior, or Willie.) She is taught the spelling and meaning of the twelve or fifteen hundred words that it has been decided constitute the vocabu-

lary of the "average person." Perhaps some other attention is given to spelling. But these meals are not sufficient to supply her intellectual needs the remainder of her life. Allowing for a normal amount of shrinkage and depreciation, she enters high school with a very limited knowledge of words.

In high school Suzanne finds that spelling, much to her delight, has been

a victim of "passing the buck." Of Practice—"Pass course, spelling the Buck" must not be taught in the high school

as a separate study. All the teachers outside of the English department are perfectly sure that said department is *the* one place for the subject to be treated, if at all, and thereby wash their hands of it. The English teachers realize that it is somewhat related to their department, but of course it is recognized as an elementary subject. Furthermore, it is not in keeping with the dignity of their work nor with the literary atmosphere of Shakespeare and Milton. Consequently, there is a lack of sympathy for it. Such attention as the subject receives is given in an apologetic, half-hearted manner that is ineffective. Howbeit, the students receive the lamentations daily from one or more teachers. They are told in the most emphatic language that one dare use in the schoolroom that they "simply must learn to spell." The spelling of "superintendent" in the latter half of the senior year with "dant" instead of "dent" rather jars the teacher speechless for a moment; then another avalanche of divine wrath pours forth, and the teacher resignedly accepts the situation as "impossible," "hopeless."

Suzanne graduates from high school.

Having taken a stenographic course, there or elsewhere, she proceeds to get a position with an up-town firm in New York. In the course of events the following letter is dictated to her:

Confirming our conversation of November 22, we shall be pleased to ship to you _____ in the usual way, charging your account with the net amount therefor, and crediting your account with _____ that you return, etc.

Now Suzanne's shorthand notes are above reproach, and she can play a beautiful tune on the typewriter. She immediately dashes off a transcript, which comes back in the following form:

Affirming our conversation of November 22, we shall be please to ship to you _____ in the usual way, charging your account with the net amount therefore, and accrediting, etc.

Upon investigation it is found that she does not even know that there is such a word in the English language as "therefor"; neither does she know that there is any difference in meaning between "confirm" and "affirm," nor "credit" and "accredit."

After due deliberation with her family and various discussions with esteemed friends, Suzanne decides to go to college, where she spends four years—in addition to a lot of money. She argues most suavely and effectively with her chemistry professor: "Why, really, an examination in chemistry is not an examination in English and spelling, and you have no right to mark me down on account of those words." Suzanne wins. She trips away with her chums, hurries back to the sorority house and makes preparation for the prom. By the next day she cannot even tell what the words were that she misspelled.

College Attitude— "Ideas" are the Thing!

Upon graduation from college, Suzanne brushes up on shorthand and typewriting.

Result in Business—An Educated Failure Through one of her former college instructors she secures a position as secretary in a downtown New York office—in the financial district. Life certainly has a glamour to it now. She breezes along nonchalantly with a none too well concealed air of independence. From this day on no man who has not "arrived" need try to interest her.

But, alas! Her joy is soon to be enshrouded in tears. On the second day she is fired.

When the instructor learns of this and, in company with Suzanne, calls upon the New York business man to ask why he should so unceremoniously dismiss such a highly educated, cultured, and refined young woman, he is referred for his answer to the waste-paper basket. This, he observes, is filled with perfectly good linen paper on which is engraved the firm's letterhead. Then the business man explains:

"That paper costs money. Every letter that this young woman wrote, she ruined four or five of those sheets with misspelled words before she produced a correct copy. I cannot have as my secretary a girl who is that inefficient."

Fortunately, about this time, Suzanne learned a big lesson and took her cue. She learned that

Up from Bed Rock spelling is an absolute essential in business, and that the royal road to it is the simple, old-fashioned, unadorned, laborious method of the *direct* study of words through the use of the dictionary, together with books prepared to guide, aid, and supple-

ment that study. She pursued this course, adding to her accomplishments usefulness and efficiency. The inevitable result was that she soon received the rating of "star secretary."

When should the dictionary habit be inculcated? Upon whom does the

Who Should responsibility rest? The dictionary habit
Teach Spelling— should be inculcated as soon as
and When? the child can thumb the book intelligently.

It should be perpetuated throughout his or her entire scholastic career. The responsibility rests upon every teacher in the grammar school who teaches the child, upon every high school teacher whose classes the boys and girls attend, and upon every college professor from whose lips the fundamentals of learning are expounded.

Every recitation, composition,

[The article next month will be on Business English.]

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Central Commercial Teachers' Association

Des Moines Iowa, May 3, 4, 5, 1923

Convention Headquarters, Hotel Savory

THE Central Commercial Teachers' Association invites and urges all those interested in the advancement of commercial education to meet with us and enjoy the feast of good things that the program committee have arranged for the Eighteenth Annual Convention.

All are wanted; none are slighted. The Association extends a most cordial welcome to all teachers, managers,

theme, report, review, examination, et cetera, is composed in whole or in part of words. The correct spelling and understanding of those words by the student should be as much a part of the responsibility of the teacher as the correct understanding of the subject matter. How can we expect spelling to be taken seriously if we pigeon-hole the subject in one compartment of the educational process and allow students to "get away" with all kinds of butchery in every other phase of their school work?

We shall have to abandon the "Am I my brother's keeper" attitude toward spelling, accept the responsibility—the challenge — and present a united front in all our educational institutions, in every department and classroom of instruction, if we are to eliminate the evil of poor spelling and allay the lamentations to which it gives rise.

We Are Our

Brothers' Keepers

owners, book publishers, and appliance concerns, assuring them of a hearty welcome and the right to enjoy all the privileges of the Association.

"We want this Association to be a big family affair," President L. M. Wold writes, "all working together for the one purpose of advancing the cause of commercial education. The time has come for us to be up and

doing. We have learned that we profit most when we coöperate with each other. It is the business of those interested in this cause to blaze the way and lead instead of follow in the wake of commercial training."

Des Moines is an ideal convention city. It is centrally located. The Des Moines Chamber of Commerce is lending its support in no small way in the interest of our gathering. The

committee on local arrangements are working hard and have perfected many interesting things for our comfort and entertainment. The tentative program is well under way and will go forward in due time.

Plan now to make your arrangements to attend, thus showing your interest in our profession, and in the end we will all be benefited.

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Thrilling Experience on a Burning Ship



Army Transport Thomas and brought into San Francisco without a single loss of life. Mr Effinger became the unofficial photographer of the disaster, and most of the pic-

JOHN EFFINGER, a business man of Honolulu and brother of Mrs. Frances Effinger - Raymond, manager of the Pacific Coast and Orient office of the Gregg Publishing Company, was a passenger on the ill-fated "City of Honolulu," which caught fire 670 miles from land and was entirely destroyed. Two hundred sixty-one passengers and crew were compelled to take hurriedly to the open life boats. Fortunately, they were rescued within an hour or so by the United States



tures that appeared in the newspapers throughout the country were the product of his camera. Taking pictures is one of his hobbies. The accompanying pictures are of the burning steamer, taken at a distance of about three miles and a "close-up" taken in a life boat.

SCHOOL NEWS AND PERSONAL NEWS

Found in the Editor's Mail

A SALES letter-writing course is being offered by the College of Business Administration of Boston University. Among the lecturers conducting the work are Charles R. Wiers, vice-president of the De Long Hook and Eye Company, Philadelphia, and in charge of the sales department; George C. Frolich, of the United Drug Company; Louis Balsam, Mail Bag Publishing Company; George W. Coleman, of Babson Institute; Robert E. Ramsey, of Newcomb & Company, Boston, and Roger Wolcott, of the advertising firm of Walter B. Snow, of the same city.

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Mr. W. A. Pike, of the Independent School District No. 18, St. Louis County, Gilbert, Minnesota, writes us that state shorthand and type-writing contests will be started in Minnesota this year, but no details have been received as yet.

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Progress in the South is evidenced by the expansion of Southern Brothers Fugazzi School at Lexington, Kentucky. The school has leased and remodeled the entire second floor of the New Merrick Lodge Building at 118 and 120 North Upper Street and now has one of the finest and most modern equipments of any commercial school in the South.

Two new departments are being added, too, Higher Accountancy, and Salesmanship. The proprietors are especially fortunate in securing Mr. John R. Humphrey for the lectures in accounting, and have a course on a par with that offered by many of the

Universities. Mr. Humphrey was formerly general auditor of the Eastern Pennsylvania Power Company, New York City, and department head of Accounting and Business Practice in the U. S. Bureau of Markets, at Washington, D. C. He was also Professor of Marketing at the University of Kentucky. He has devised systems in use in many firms all over the country and as basic texts in Cornell University, Oregon Agricultural College School of Commerce, and other schools. The course is carried through by regular instructors of the school.

A telegraph department is also being planned.

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The February graduating class from Detroit Commercial College numbered one hundred fourteen. Eighty of the students appear in the class picture reproduced in the *Detroit Free Press* the day before graduation. The exercises took place at seven thirty, Wednesday, February 7, at the Detroit Board of Commerce, Colonel C. R. Forbes, director of the United States Veteran Bureau, of Washington, making the address of the evening.

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In a letter received not long ago from Miss Catherine Connelly, we learn of the opening of a branch of the Perry Secretarial School of Waterbury. The new school is located at Torrington, Connecticut, having opened in the Chamber of Commerce building the first of March, under Miss Connelly as principal.

Success to the new school!

(Continued on page 304)

EDITORIAL COMMENT

On Sundry Topics



Wanted, A Stenographer

UNDER this title a recent issue of the *Jersey City Journal* contained an editorial that is so impressive we reproduce it in full:

A New York official having to do with the employment situation bemoans the fact that there are not enough stenographers to go 'round, emphasizing the fact that situations paying as much as \$35 a week for really competent women stenographers are actually going begging. While the official in question does not venture to give a reason for this condition, perhaps one may be found in the fact that the competent stenographer is seldom, if ever, out of a job.

The average business man knows full well that many who class themselves as stenographers are deficient, and when he chances upon one who can take dictation speedily and turn out a letter that needs no correction on his part he usually holds her, paying a salary commensurate with her ability.

The trouble with many stenographers is that they are lacking in the very rudiments of English. They leave school at an early age and, after a six months' course in "pot-hooks," sally forth in search of a job. Having landed, they concern themselves only with phonetics when taking dictation, and in transcribing their notes they click out "phonetics" when they come to a word that they do not understand. Context means nothing to them in their young lives. Stenographers of this class seldom get above the \$10 or \$12 a week class.

When the Evening Industrial High School was first opened in Jersey City, Superintendent Henry Snyder entered the stenographic class one night and announced that he had made a wager with Principal Hulsizer which he desired to have the pupils decide. He asked them to write in longhand the sentence: "A woman went into a store to buy two books; I think she paid too much." In a class of over fifty pupils, every one expected to have been a grammar school graduate, only four wrote the three trick words—to, two, and too—correctly. And yet this class of fifty or more ambitious young people was there to "learn stenography" and go out into the business world to relieve busy executives of the mechanical task of writing their correspondence.

With this illustration before us, is it any wonder why really competent stenographers command as much as \$35 and more a week and with the supply seldom equaling the demand?

The answer to the stenographic problem, it seems to us, is the introduction of a secretarial course that trains stenographers to *think*. One of the weaknesses of the old stenographic courses has been the emphasis laid on mere mechanics. The one objective was to learn to write and to read shorthand rapidly, and to acquire a certain speed in typing. These abilities form an excellent basis for a secretarial course, but they are, after all, mere tools. The background of a knowledge of the structure of business, its processes, its language, its procedure, are indispensable to the modern stenographer. Such knowledge not only enables him to do his work more effectively, but makes it possible for him to *grow* in the business, and assume bigger responsibilities. Such a course means the development of business power—and that is what is most in demand.

Of course, it goes without saying that the mechanical work of taking dictation and typing it correctly and speedily is fundamental. To do this well connotes not only special skill but an accurate and equally applicable knowledge of English and all the details of the English language. If the private school as well as the public school is to keep march with events, a change must be made in the type, of course. The secretarial course is the solution. "Secretarial Studies," recently published, offers

schools a textbook of exceptional merit. We believe it will do more to increase the effectiveness of the stenographic course than any other book that has been published.

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School Men Become Legislators

TWO prominent business school men were signally honored in the last election—Woodbridge N. Ferris, former Governor of Michigan, was elected to the United States Senate, and Mr. John J. Eagan, of Hoboken, was elected to the House of Representatives.

Mr. Ferris is one of the best-known school men in the United States, having been president of the Ferris Institute at Big Rapids, Michigan, for thirty years or more. The *Journal of Education*, in congratulating Mr. Ferris on his election, said:

The election of Woodbridge N. Ferris as United States Senator for six years will give the Senate its first schoolmaster who has not come in through service in Congress. Senator Ferris is a genuine schoolmaster, and he will honor the profession among his statesman associates. He has been Governor of Michigan for two terms, but that service was some time in the past. He has not been in public life since he was Governor. He did not seek the nomination for the Senate, and his campaigning was exceedingly modest. We can recall no instance in which an election to the United States Senate was quite so complimentary to a man personally as in the case of Dr. Ferris. The fraternity will have reason to be proud of his service in the Senate.

Mr. Ferris is one of the most powerful public speakers of the day and we are sure his voice will often be heard in the Senate in advocating the high ideals in legislation that he has followed in his school life and in his office as Governor of Michigan.

Mr. John J. Eagan is the owner of the Eagan Schools in Jersey City,

New Jersey, and has been prominently connected with the business school field for a very long period. It was he who offered the Eagan cup as a championship trophy to be competed for by shorthand writers of the world, and which was fought for in the early championship contests over a period of about ten years.

Schoolmen are winning state honors also. Mr. W. B. Elliott, president of the Elliot Commercial School, Wheeling, West Virginia, has been elected to the West Virginia Assembly.

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Exceptional Record in Typewriting

MRS. LENA K. SARGENT, of the Rockland, Maine, High School, has been attaining unusual results with Rational Typewriting in her typewriting classes—results which stand out in comparison with the work done even in other schools using Rational—all of which shows the influence of the enthusiastic teacher in arousing and maintaining interest. Out of a class of thirty every pupil gained the certificate of proficiency for writing at thirty words a minute, and every one gained the medal awarded for writing at the rate of forty words a minute. Twenty-one of the pupils were given another bar on the medal for writing at fifty words a minute, or more, and one pupil had the two bars representing sixty words a minute. Five girls won the Remington gold medal, one of the girls being only a junior.

Since school began in September one pupil has won both the Remington gold medal and the L. C. Smith silver pin, other students winning a Remington gold medal and the L. C. Smith gold pin.

Any typist will immediately realize what such a record represents in hard work and careful painstaking teaching. We want to emphasize, though, not only the number of awards gained, which is very creditable for a class of any size, but particularly the fact that *every student* in the class won the

certificate of proficiency and the medal for forty words a minute, while over two-thirds of the class won the first bar, representing fifty words a minute. We hope Mrs. Sargent will enter this class in the Gregg Writer C. T. Contest. If she does we predict some extraordinary records.

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Boston University Training Teachers of Commerce

By R. McMasters

SINCE 1919 when the College of Secretarial Science of Boston University became a reality, its many friends have watched its steady growth until to-day this new college ranks with the foremost in not only training secretaries of the highest type but in training qualified teachers of commerce as well.

In the catalog of 1922-1923, we note the following: "The vocational programs offered by the College are based upon a firm foundation of cultural studies." In the list of courses is the following: "A four-year program for those who wish to become instructors in high schools or colleges. The completion of the required work entitles the candidate to a degree of B. S. S. and a teacher's diploma which is granted jointly by the College of Secretarial Science and the School of Education."

Graduates of the College of Secretarial Science will go forth this spring holding not only the degree but the teacher's certificate, and we shall indeed welcome these new instructors, for the demand for college-trained commercial teachers is ever on the increase.

While the College of Secretarial Science is putting forth special effort in the training of teachers of secretarial subjects, they are not overlooking the proper technical training and teaching methods needed in accountancy, law, business English, and other related subjects.

We have watched with considerable interest the effort Dean Davis has put forth in building up a college of the highest type, and his efforts are being rewarded. We predict greater success in the future for the College of Secretarial Science and for the teachers trained within this great school.

There are more than seven hundred girls enrolled in the day division, and since the opening in 1919 a spacious modern addition has been added to the original building; a five-story club house and a large college dormitory are now filled to overflowing.

The Saturday morning classes for teachers already in the profession, conducted by Professor Mechler, are proving very popular.

We believe school officials will be glad to know of the special teacher-training courses being given at the College of Secretarial Science.

REPORTS OF CONVENTIONS

Of Commercial Teachers' Associations

Iowa

Report by W. D. Wigent

AGRICULTURALLY speaking, Iowa is little concerned in making a stalk of corn grow several ears. Rather has she set one or two ears as a reasonable goal and then developed those ears to the greatest size possible.

Educationally, Iowa is of much the same turn of mind when it comes to conventions, for in the meeting of the commercial section this year two speakers contributed the entire program. But they are men of recognized worth in education as will be known when the names of Mr. A. W. Merrill, principal North High School, Des Moines, and Mr. E. W. Hills, head of the Accounting Department, Iowa State University, are mentioned.

The Importance of Business Courses in the Modern High School is the subject to which Mr. Merrill addressed himself. At the outset came this very encouraging statement: "The business courses have made the modern high school. I make this statement without any qualifications. The high school began to grow when it began to give the pupil something worth while. It is the commercial course that is responsible for the increased enrollment. In the opinion of Mr. Merrill, commercial teachers now have a splendid opportunity to further dignify work of this character. For instance, there should be no tendency to separate the people who are supposed to have scholastic taste from the people having utilitarian taste. Recognition of commercial training as educational instead of merely com-

mercial is suggested as the ideal attitude.

Relating to the necessity for breadth of training and vision on the part of the teacher, Mr. Merrill said: "Do you believe that the teaching of commercial subjects involves a technical knowledge of subject matter? Do you believe that it involves a knowledge of psychology? I am wondering whether teachers have thought out the questions involved in commercial work as a teaching proposition. Have you given thought to it in such a way that you are able to meet upon an equality the teachers of other subjects in discussing the technical questions underlying your specific work?"

Mr. Hills developed the subject of Correlation in a scholarly manner. In arriving at a coherent method of procedure, Mr. Hills believes that efforts should not stop with the confines of the high school or university courses. And when business is thought of it should not be merely in terms of transactions. More thought should be given to the social side of business as a whole. In the judgment of the speaker, we can not properly arrange our courses and ignore this broader view. In the course of the address frequent reference was made to the growing importance of economics and business organization in the high school courses. Mr. Hills holds that if talking *about business* gave way to the discussion of *business itself* as typified in these subjects, more definite results would be accomplished.

Did space permit we should like to give full expression to the views of Mr. Merrill (*Continued on page 286*)

Rules for State Contests Wisconsin

THE State Contests in Wisconsin this year will be held at the White-water Normal School, Saturday, May 12. Preliminary district contests are scheduled for Saturday, April 28, at the following points:

LOCATION OF DISTRICT CONTESTS

- Platteville—Meda Gramm, Mgr.: Boscobel, Cassville, Lancaster, Linden, Prairie du Chien, Montfort, Mineral Point, Highland, Fennimore, and Benton.
- Janesville—Rosella Willegala, Mgr.: Beloit, Edgerton, Elkhorn, Milton Union, Monroe, Delavan, Whitewater City, Whitewater Normal High, Fort Atkinson, Evansville, and Walworth.
- Racine—Roy E. Gill, Mgr.: Kenosha, Union Grove, Genoa Junction, Burlington, Lake Geneva, South Milwaukee, Milwaukee-Riverside, Milwaukee-S. Div., Milwaukee-Lincoln, and Cudahy.
- Waukesha—Raymond Ruppel, Mgr.: Slinger, East Troy, Oconomowoc, Wauwatosa, Lake Mills, Jefferson, Watertown, West Allis, Milwaukee-Bay View, Milwaukee-N. Div., Milwaukee-W. Div., Milwaukee-Washington, and Cedarburg.
- Madison—R. A. Walker, Mgr.: Stoughton, Lodi, Waterloo, Middleton, Sun Prairie, Prairie du Sac, Sauk City, Mazomanie, Spring Green, Mt. Horeb, Avoca, Black Earth, Cambridge, Dodgeville, Verona, and Richland Center.
- Horicon—Esther Larsen, Mgr.: Juneau, Mayville, Hartford, Brandon, Markesan, Beaver Dam, Randolph, and Waupun.
- Portage—H. C. Ward, Mgr.: Pardeeville, Reedsburg, Poynette, Baraboo, Reesville, Columbus, Fall River, and Montella.
- Fond du Lac—Regina Weinman, Mgr.: Plymouth, Random Lake, Sheboygan, Campbellsport, Sheboygan Falls, North Fond du Lac, Ripon, Princeton, and West Bend.
- Oshkosh—T. W. Slevert, Mgr.: Menasha, Neenah, Omro, Marlon, Manawa, Hortonville, Appleton, Berlin, and Redgranite.
- Tomah—Mrs. Dena Rowan Krueger, Mgr.: Sparta, Elroy, Hillsboro, New Lisbon, Mauston, LaCrosse, Viroqua, and Onalaska.
- Manitowoc—F. M. Head, Mgr.: Chilton, Two Rivers, Kewaunee, New Holstein, Oostburg, Kiel, Denmark, Kaukauna, and Port Washington.
- Black River Falls—Thelma Hoffman, Mgr.: Neillsville, Arcadia, Independence, Alma Center, Merrillan, Fountain City, Granton, and Augusta.
- Stevens Point—Warner Damuth, Mgr.: Wautoma, Plainfield, Wisconsin Rapids, Waupaca, Hancock, and Nekoosa.
- Green Bay—Amanda Schuette, Mgr.: Algoma, Shawano, Seymour, Gillet, Sturgeon Bay, Luxembourg, Green Bay-East, Green Bay-West, Oconto Falls, DePere, West DePere, Clintonville, and Little Chute.
- Chippewa Falls—Lillian Betz, Mgr.: Boyd, Alma, Durand, Stanley, Mondovi, Colfax, Menomonie, Ladysmith, Chetek, Cornell, Bloomer, and Eau Claire.
- Wausau—William M. Maxwell, Mgr.: Merrill, Edgar, Mosinee, Spencer, Birnamwood, Marshfield, Medford, Stratford, Wittenberg, Abbotssford, Colby, and Mattoon.
- New Richmond—Alice Ottun, Mgr.: Prescott, Milltown, Shell Lake, Cameron, Birchwood, Rice Lake, Hudson, Osceola, Amery, Cumberland, River Falls, and St. Croix Falls.
- Marinette—David Slothower, Mgr.: Peshtigo, Oconto, Wausaukee, Florence, and Niagara.
- Rhineland—Clance Kennedy, Mgr.: Antigo, Crandon, Phillips, Webeno, Minocqua, Laona, Tomahawk, Eagle River, and Park Falls.
- Superior, Central—C. G. Wade, Mgr.: Mellen, Hurley, Hayward, Washburn, Ashland, and Superior-N. Dewey.

If any of the towns assigned to the various district headquarters find that it would be more convenient to send their contestants to another of the districts, the change may be made by applying to the Contest Committee at the State Normal School at White-water well before the date of the district events.

Special warning is being issued this year about the shipping of typewriters, many of which, it seems, have been damaged en route in the past, and it is recommended where possible for the contestants to carry their own machines with them. A number of the

entrants have done that in the past, having a harness-maker make them a special strap if a suitable carrying strap was not available in the stores.

Each school pays its own expenses to the contests, and many novel ways are devised to defray them where the school board does not provide funds for this purpose. Tag sales, sales of stray books, candy sales, movie benefits, plays produced by the school's commercial club, have been used as a means of collecting the necessary expense money in some of the schools, and in others the students have done office work for the firms in the community and turned in their pay to the contest fund. In still other cases the commercial club of the city defrays the expenses of the contestants.

In the March edition of *Commercial Education*, the quarterly bulletin of the Whitewater Normal, the rules governing the Wisconsin contests are given. We quote them in full, as they may be helpful to some of the other states in formulating their contest plans, and as an interesting comparison with the other state rules we have given.

RULES GOVERNING CONTESTS

ELIGIBILITY BLANKS: Eligibility blanks shall be sent to the district managers not later than one month before the time set for holding the district contest. These blanks

General Rules and a copy of the program showing the order of events shall be sent to each school in the district at least two weeks preceding the contest. These blanks properly filled in and signed must be returned to the district manager at least five days before the district contest. Eligibility blanks properly filled in, entitling the winners of first, second, and third places in each event to enter the state contest, shall be forwarded by the district manager to the Contest Committee, State Normal School, Whitewater, as soon as possible after the results are determined. For the State Free-for-all typing con-

test the entrants should file their intention to enter with the contest committee, State Normal School, Whitewater, at least two weeks before the contest.

ORDER OF EVENTS: The order of events must necessarily depend to some extent upon the train service, but it is suggested in the district contest that the penmanship and mental calculation contests be held simultaneously in the forenoon and the typing and shorthand contests in the afternoon. In the state contest the penmanship and mental calculation contests will be held at 10:00 a. m., the senior typing at 1:30 p. m., the junior typing at 2:15 p. m., the Free-for-all typing with either the senior or junior typing; the shorthand at 3:00 p. m.

MATERIAL: The material shall be sent sealed to the district manager. The seals shall be broken and the package opened on the day of the contest and in the presence of the teachers representing the competing schools. A different set of material shall be furnished for the state contest.

MACHINES: Each contestant is urged to bring his own machine, as the use of a strange machine may seriously affect his work. If the contestant brings his own machine it must bear a tag on which must be his name, address, and event to be entered. No doubt the equipment at the contest center will be at your disposal, if you wish to use it.

JUDGES: The judges for the district contest shall be arranged for by the district manager with the assistance of the faculty representatives of the schools in the district, if such assistance is needed. The selection of judges, readers, checkers, and timekeepers should be made in advance of the day of the contest. Judges for the state contest shall be arranged for by the Whitewater committee.

TRANSACTION OF BUSINESS: One faculty representative from each competing school shall form a body to transact all business of the district contest. Such business might consist of arranging a program, selecting judges, determining place for next contest, passing special rules, arranging for district trophies, etc. This body shall also pass upon any disputes arising out of the contest from which, however, appeals may be taken before the committee at Whitewater. For the state contest the Whitewater committee together with five visiting teachers who shall be nominated and elected from the floor at the general meeting on the day of the contest.

NUMBER OF ENTRANTS: *District Contest*—Each school is limited to two entrants in each event (one person may enter one or more

events). Junior High School students must affiliate with some Senior High School.

ELIGIBILITY: District Contest—The contestant must be a bona fide member of the school he represents, and not over twenty-one years of age. To enter beginning typing he must have begun the study of this subject on or after September last preceding the contest, taking no more than the equivalent of one single period per day, and be a member of the school at the beginning of the study. To enter advanced typing or shorthand, he must have been a member of the school, or one of equal rank, for at least one calendar year preceding the contest, regardless of the length of the course or number of periods. To enter penmanship and mental calculation he must have been a member of the school at least during the entire current semester, regardless of the length of the course or number of periods and not have competed in the same event more than once before. Postgraduate students and former state champions are barred.

State Contest—The winners of first, second, and third places in each district event are eligible to enter the regular contests. Any student or commercial teacher in any public school in the state may enter the Free-for-all Typing Contest.

FEES: An entrance fee of twenty-five cents for each entrant in each event in both the district and state contests will be collected by the manager. This fee collected at the district contests is to be used to defray the expenses of the district contest and the surplus to be sent to Whitewater to defray the expenses of the state contest including the cost of printing and stationery and the purchase of certificates and trophies.

EXPENSES: It will be necessary for each school to bear the expenses of sending its contestants.

SCORING OF EVENTS: The first place in each event will count five points; second place, three points; third place, two points; and fourth place, one point. The school receiving the highest number of points will be declared the champion of the District or State. No points will be counted for the Free-for-all Typing Contest.

AWARDS: District Contest—The winners of the first, second, and third places in each event are eligible to enter the state contest at Whitewater. A neatly engraved certificate will be awarded to the contestant winning first place in each event in the District.

State Contest—A cup will be awarded to the school which the winner or first place in each event represents. The winner's name, his record, and the school he represents will be engraved

on the cup each year. The cup to be in the possession of the winning school for the year, and to be returned to the Whitewater State Normal School each year at the time of the state contest until some school wins in two consecutive years, when it will then become the permanent property of that school. The individual winner in each event receives an attractive engraved certificate and the title State Champion in that event. Contestants ranking second and third will receive an engraved Honorable Mention Certificate. An appropriate medal will be awarded to the winner of the Free-for-all Typing Contest.

SANCTIONED BY: These contests are sanctioned by and under the rules and regulations of the International Contest Typing Committee.

Rules MATERIAL: Copying matter similar to the Underwood and Remington monthly tests will be used and is furnished through the Contest Committee, Whitewater State Normal School.

CLASSES OF CONTESTS: (1) *Beginners or Juniors*—those who began the study of typing on or after September last preceding the contest, taking no more than one single period per day.

(2) *Advanced or Seniors*—the best product of the school eligible to enter this event, regardless of the length of course or number of periods taken per day.

(3) *Free-for-all* (state contest only) for any student or commercial teacher in any public school in the state who is ineligible to enter in other contests.

GRADING OF PAPERS: The grading of the papers at the district contest will be in the hands of a committee composed of the teachers of typing in the schools taking part in the district contests. It will be done in such a manner that the names of the contestants will not be known until the winning papers are decided upon. If there is a question about the decision which can not be settled by the local body, the papers will be forwarded to a special committee of the Whitewater State Normal School. Ten words will be deducted for each error. The 1922 International Rules will be observed. For the state contests the same plan of grading will be in effect. Absolute fairness and impartiality to all should be the motto.

MATERIAL: Material will consist of two business letters. For the district contest these letters will be mailed from Whitewater, sealed, to the district manager. Three Shorthand copies will be furnished, one for the Rules, one for the dictator, and two for the readers. **RATE:** Material will be dictated at one rate, eighty (80) words per minute at the

district contest and one hundred (100) words at the state contest. Dictator will first dictate a portion of any business letter at the contest rate to accustom contestants to his voice.

CHECKING: Material must be dictated by some one who is not associated with any of the contestants in shorthand work and from whom contestants have not taken dictation at any time. The two readers will each have a copy of the dictation matter, and will follow the dictation for the purpose of checking any deviation from copy. In addition to the dictator, another person will act as timekeeper. Hence, three persons act as checkers—two following the dictator, one keeping the time.

NOTEBOOKS: Notebooks shall be handed in as soon as dictation ceases. They will be handed back to contestants when transcribing begins.

TRANSCRIPTION: Each letter shall be arranged on a separate sheet. Forty minutes will be allowed for completing the transcript at the district contest. Sixty minutes will be allowed at the state contest. The dictionary may not be used during transcription. No names will appear on the papers. The contest chairman will give each contestant a number and the committee correcting papers will have no knowledge of the numbers.

ERRORS: Dictation will be five minutes in length, that is, four hundred (400) words (district contest) and five hundred (500) words (state contest) will be dictated including address and complimentary close. No paper will be considered which contains more than twenty (20) words (district contest) and twenty-five (25) words (state contest) different from those dictated. Deduction for errors will be made as follows: *District contest*—each word omitted, changed, or added $\frac{1}{4}\%$. In case of ties the following deductions will also be made: words misspelled 1%, erasures $\frac{1}{4}\%$, typing errors $\frac{1}{4}\%$, improperly divided words $\frac{1}{4}\%$, strike-overs $\frac{1}{4}\%$, misplaced punctuation $\frac{1}{4}\%$. *State contest*—same as above substituting $1\frac{1}{5}\%$ for $\frac{1}{4}\%$ in each case.

GRADING OF PAPERS: This will be in the hands of the manager and his assistants. This committee shall have no knowledge of the names of the contestants until the winning papers are decided upon.

MATERIAL: Each contestant will solve a scientific set of problems in the four fundamental operations, as follows: 45 single columns in addition, 20 problems in subtraction, 40 problems in multiplication, **Rapid Calculation** and 40 problems in short division.

The problems are to be solved in the presence of a chairman appointed by the manager.

TIME: The contestants will be marked on both speed and accuracy. The chairman and one or more assistants will keep an exact record, in minutes and seconds, of the time used by each contestant in the solution of all the problems.

CHECKING: A key to the problems will accompany the material. The chairman and as many assistants as needed will check the papers. Each contestant's paper should be checked twice, each time by a different person.

RANKING: Speed—The contestants will be ranked as to speed in the order in which they finish.

Accuracy—To determine the rank of each pupil as to accuracy, the pupils will be ranked on each of the four operations, addition, subtraction, multiplication, and division separately. The one who makes the fewest errors in addition getting first place in addition, the one who makes the next fewest errors, second place, and so on. After ranking the pupils on each of the four things, separately, these ranks will be added and the totals re-ranked, the one having the smallest total being given first place in accuracy in the whole test. The one receiving the next smallest total getting second place on the whole test, etc. In case of a tie, give each contestant in the tie the average of the consecutive ranks they displace.

Re-Ranking—Combining the rank on speed with the rank on accuracy, and again re-ranking the totals, the one with the smallest total will receive first place; the one receiving the next smallest total, second place, etc.

MATERIALS: Three plates shall be written in the presence of the chairman of the contest committee. These plates shall consist of one plate of movement drills, one plate of material to be written from copy, and one plate to be written from dictation. Pens, paper and ink will be furnished, but any student who wishes to do so may use his own materials. Pens of the degree of fineness of the Palmer No. 9 and a uniform black ink shall be used.

ERRORS: Errors in copying material shall not be counted except in case of a tie.

TIME LIMIT: Speed is an important element in writing efficiency, therefore each student must finish each plate within the time limit set for it. Eighty to ninety letters a minute is a good rate of speed for regular body writing.

SYSTEM: Any standard system of business writing may be used. Particular letter forms will not be required.

RULES FOR RANKING: The judges shall proceed by the process of elimination and rank the best five papers, grading the papers of greatest excellence as 1, 2, 3, 4, 5.

In determining the rank, the judges shall take into consideration the following elements of efficiency, posture, movement and form, giving to each element such importance as their judg-

ment may dictate. It is suggested, however, that students whose posture and movement fall below a certain standard shall be automatically eliminated from the ranking.

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Michigan Shorthand and Typewriting Contests

THE Third Annual State Shorthand and Typewriting Contest for the high schools of Michigan will be held at Western State Normal School on May 18, district elimination contests being held on April 28:

DISTRICTS BY COUNTIES

1. Presque Isle, Montmorency, Alpena, Oscoda, Alcona, Ogemaw, Iosco, Arenac, Gladwin, Bay, Midland, Saginaw, Tuscola.
Contest to be held at Bay City—H. E. Ten Eyck, chairman.
2. Huron, Sanilac, St. Clair.
Contest to be held at Port Huron—Mrs. Ethel M. Beukema, chairman.
3. Genesee, Lapeer, Oakland, Macomb.
Contest to be held at Flint—W. J. Russell, chairman.
4. Gratiot, Clinton, Shiawassee.
Contest to be held at St. Johns—Miss Marian Ney, chairman.
5. Eaton, Ingham, Calhoun.
Contest to be held at Lansing—R. B. Peterman, chairman.
6. Livingston, Washtenaw, Wayne, Monroe.
Contest to be held at Wyandotte—Miss Norma Sammett, chairman.
7. Jackson, Hillsdale, Lenawee.
Contest to be held at Adrian—Russell Myers, chairman.
8. Montcalm, Kent, Ionia.
Contest to be held at Greenville—Miss Ruby DeKoning, chairman.
9. Cities of Detroit and Highland Park—
not organized.
10. Allegan, Barry, Kalamazoo, St. Joseph, Branch.
Contest to be held at Kalamazoo—S. B. Norcross, chairman.
11. Van Buren, Berrien, Cass.
Contest to be held at Buchanan—Miss Perina Piziali, chairman.
12. Antrim, Leelanau, Benzie, Grand Traverse, Kalkaska.
Contest to be held at Traverse City—Miss May E. Blanchard, chairman.
13. Manistee, Wexford, Missaukee, Mason, Lake, Osceola, Clare, Mecosta, Isabella.
Contest to be held at Reed City—Miss Cecelia Knoll, chairman.
14. Oceana, Newaygo, Muskegon, 'Ottawa.
Contest to be held at Muskegon—John N. Beattie, chairman.
15. Emmet, Cheboygan, Charlevoix, Otsego, Crawford, Roscommon.
Contest to be held at Cheboygan—C. B. Bishop, chairman.
16. Keweenaw, Ontonagon, Houghton, Baraga.
Contest to be held at Lake Linden—W. P. Gaynor, chairman.
17. Marquette, Alger.
Contest to be held at Negaunee—Miss Myrtle Cory, chairman.
18. Gogebic, Iron, Dickinson, Menominee, Delta.
Contest to be held at Iron Mountain—W. P. Potter, chairman.
19. Schoolcraft, Luce, Chippewa, Mackinaw.
Contest to be held at Newberry—Miss Katherine Minshall.

There have been some few modifications made in the rules during the year to satisfy criticisms made at the 1922 contests, and the state committee believes that the changes will better conditions very materially. The procedure for handling the shorthand dictation, the inclusion of another event in typewriting, and the lowering of the rate of dictation for the first-year shorthand event, are among the changes which the committee hopes will commend them-

selves to teachers and contestants alike.

The term "instruction hour" used last year was the subject of considerable criticism. Three plans are open for defining the amount of instruction entrants for the different events shall have had. The term instruction hour can be used the same as last year; dates may be set prior to which entrants in different events shall have had no instruction; or the instruction hour can be defined as meaning a definite number of minutes. None of these is entirely satisfactory to all teachers. Perhaps the wishes of the greatest number are best served by defining the term instruction hour, and the committee has so done in the rules.

As the committee says in its announcement, educational interests alone should be served by holding these annual high school shorthand and typewriting contests. Teachers should have an opportunity to observe by comparison the results of particular methods of teaching. The deliberate seizing of any unfair advantage on the part of any teacher in preparing contestants for these contests, simply defeats the real purpose for which they are held. The committee therefore desires to appeal to the professional pride and honor of teachers entering contestants, and to urge them to prepare such students in the *spirit* of the rules rather than merely in the letter.

Mr. E. D. Pennell, of Western State Normal, Kalamazoo, is chairman of the state committee again this year, assisted by R. B. Peterman, of Lansing High School, C. C. Barnes, Central State Normal, Mount Pleasant, George D. Cooley, Battle Creek High School, and S. B. Norcross, Kalamazoo High School.

The changes in the rules are given here, but as the regulations are the same as before, in the main, we are not repeating them all.

NEW AND AMENDED RULES

DISTRICT BUSINESS MEETING: In the event of a vacancy in the office of district chairman, it shall be the duty of the chairman of the state contest committee to appoint a successor to the office.

ELIGIBILITY: Before a student may be entered in a district contest, the principal of the school of which the student is a member must file with the district chairman a signed statement certifying to the eligibility of the student as prescribed by these rules. At least two weeks before the date for holding the district contest, the principal of each school entering students shall report to the district chairman the number of contestants that he is planning to enter in each event.

NUMBER OF ENTRANTS: Each high school of the district shall be permitted to enter not more than two students in each event. The same student may enter both the shorthand contest and the typewriting contest, but no student may enter more than one event in typewriting nor more than one event in shorthand.

INSTRUCTION HOUR: The term "instruction hour" as used in these rules shall be interpreted as meaning not more than sixty (60) minutes of regular class instruction.

EVENTS: There shall be six events in the district contest and the same number in the state contest, as follows:

Event No. I: Novice Class Typewriting—Open to pupils who have had no more than two hundred instruction hours in typewriting. Fifteen minutes of plain copy. International Rules to govern.*

Event No. II: Amateur Class Typewriting—Open to any high school student who has had no more than four hundred instruction hours in typewriting. Fifteen minutes of plain copy. International Rules to govern.

Event No. III: Advanced Class Typewriting—Open to any high school student regardless of amount of instruction received. Fifteen minutes of plain copy. International Rules to govern.

*Copies of these rules may be obtained from any of the leading typewriting companies or by addressing J. N. Kimball, Manager, International Contests, 1856 Broadway, New York City.

Event No. IV: Novice Class Shorthand—Open to pupils who have had no more than two hundred instruction hours in shorthand. Dictation at the district contests shall be at the rate of sixty words a minute. At the final contest the rate of dictation shall be seventy words a minute. Three hundred fifty words. Forty minutes allowed for transcribing.

Event No. V: Amateur Class Shorthand—Open to any high school pupil who has had no more than four hundred instruction hours in shorthand. Dictation at one hundred words a minute. Three hundred fifty words. Forty minutes allowed for transcribing.

Event No. VI: Advanced Class Shorthand—Open to any high school pupil regardless of the amount of instruction received. Dictation at one hundred twenty words a minute. Three hundred fifty words. Forty minutes allowed for transcribing.

PROCEDURE—SHORTHAND: Copy—The copy for the shorthand events shall be furnished in every case to the district chairman by the state contest committee. The copy shall be the same for all districts. Definite instructions for the release of the copy shall be furnished by the state contest committee to the district chairman.

Notebooks—A notebook shall be furnished by each contestant entered in the shorthand contest. Transcriptions shall be made on paper of uniform quality, size, and color which shall be furnished by the district chairman.

Dictation, Transcription, and Grading—Copy for each of the events in the shorthand contest shall consist of three hundred fifty words of non-technical matter. The matter dictated shall be different for each exercise. It shall be dictated at different rates of speed, as follows: sixty (60)

words a minute, one hundred (100) words a minute, and one hundred twenty (120) words a minute. (For the final contest the first dictation will be at seventy words a minute.)

The entrants for Event No. IV shall be given the places nearest the dictator, and a short preliminary exercise shall be read by the dictator at the rate of sixty (60) words a minute to familiarize the contestants with the reader's manner of dictation. The contestants for Events V and VI may take this dictation if they choose. The regular exercise shall then be dictated at sixty (60) words a minute. The notebooks shall be collected immediately, and the preferred places near the dictator given to those entering Event No. V. A short preliminary exercise shall be dictated at one hundred (100) words a minute before the regular dictation. Contestants for Event No. VI may take this if they choose. The notebooks shall be collected immediately and the preferred places given to entrants for Event No. VI. They shall likewise be given a short preliminary exercise at one hundred twenty (120) words a minute and then their regular dictation.

All notebooks shall then be returned to contestants, and ten minutes allowed for reading notes. All contestants shall begin transcribing at the same time, and not to exceed forty minutes shall be allowed for making the transcriptions. The transcription of the notes may be made either with the typewriter or in handwriting.

At no time during this procedure shall any contestant be allowed to communicate with anyone.

All reports of winners in the district contests must be in the hands of Mr. E. D. Pennell, chairman of the State Committee, not later than May 5, 1923.

Nebraska Commercial Contests

SO MANY additions have been made to the rules governing the contests held in Nebraska, that we are reprinting them in full. The separate contest for college students will be a new feature this year that will be of particular interest to other states. We believe that this is the first time college students have been entered in a class separate from the high school

contestants, although a number of the states have an "open" class comparable, in some respects, to the Nebraska "college" grade.

RULES GOVERNING CONTESTS

The state shall be divided into districts corresponding to the districts of the State Teachers' Association for the purpose of conducting pre-

liminary district contests, but at any time that a district may find it advisable to divide itself into smaller districts it may do so, providing

General Organization that each division shall consist of not less than six different schools, and each such subdivision shall have equal rank in every way with the other districts as originally constituted.

The management of each district or sub-district shall be vested in four persons to be elected by vote of the participating schools of the district, each school, regardless of size, casting one vote for each person to be

District Officers elected. Such persons shall be elected for terms of two years each, and only two new persons shall be elected annually. The two persons receiving the highest number of votes shall be declared elected. A vacancy on the district official board shall be filled by appointment by the other officials of the district with the approval of the state officials.

One of the second-year persons shall serve as a president or chairman, the other shall serve as an ordinary treasurer; one of the first-year persons shall serve as a secretary,

Duties of District Officers the other first-year person shall serve as a vice-president.

Each person shall, in addition to the regular duties of his office, assume entire local management and control of one subject contest and of one only.

The district officers shall familiarize themselves with the state rules and be prepared to advise contestants as to eligibility rules, and to be responsible to their district for a fair and impartial contest conducted in accordance with the state rules.

The district officers shall make final decisions in all eligibility and grading questions in their districts, but should they make a wrong eligibility decision in a case which should come to the state contest, the state officers may refuse to admit to the state contest any such person, regardless of the district officers' decision.

The district treasurer shall receive all fees and shall remit same promptly to the treasurer of the state official body. He shall furnish a bond for one hundred dollars, the premium to be paid out of contest funds.

The district secretary shall receive all enrollments and shall report same and all the results of the district contests with all details to the secretary of the state official body.

Each district shall be allowed a small sum for necessary expenses, the amount of which shall be determined by the state official body.

The district vice-president shall attend to the

awarding of all certificates or other awards whatever earned in his district.

The president of each district shall determine the district program and decide all questions not otherwise provided and shall exercise a general supervision over the district official body.

There shall be four state officers, two to be elected each year by vote of the participating schools of the entire state, and each person shall serve two years and only two years.

State Officers unless there should be a failure to secure new officers, in which case the old officers should be retained

until their successors can be secured. Each school shall have one vote only and the two persons receiving the highest number of votes shall be declared elected. A vacancy on the state official board shall be filled by appointment by the other state officials with the approval of the state president of the Commercial Section of the N. S. T. A.

State officers shall guarantee the expenses of the contest. Acceptance of office on the part of an elected person carries with it acceptance of this responsibility.

Duties of State Officers As in the district officers' body, one of the second-year state officers shall assume the general duties belonging to a president, the other second-year officer shall assume the duties belonging to a treasurer, while the two first-year officers shall assume the general duties belonging to a secretary and a vice-president, respectively.

State officers shall secure the material for the contests, both district and state.

Shall publish books of rules whenever necessary and in such form as they may deem advisable and within the expense which they may wish to assume.

Shall authorize all expenditures both district and state and receive all fees from the district treasurers.

Shall make any changes in the rules which may seem advisable to them, providing notice of such change has been published in the *Nebraska Educational Journal* or in all the district conventions not later than November fifteenth of the school year in which the contest is to be held.

The state treasurer shall furnish a bond for five hundred dollars, the premium to be paid out of contest funds. He shall receive all fees from district treasurers and pay all expenses authorized by the state official body.

The state secretary shall receive the reports from the district secretaries, publish them, compile and publish a complete report of the state contests, and keep the general records of the entire contests. He shall attend to the proper publication of the reports in the *Nebraska*

Educational Journal and in the various commercial magazines which may be advisable.

The state vice-president shall attend to the procuring and lettering and awarding of all certificates and other awards, sending the district certificates and awards to the district vice-presidents for final signatures and presentation, but directly presenting the state awards.

The president shall assume the general duties of such an officer, determine the program of the state contest and decide any questions not otherwise provided for, attend to the general correspondence and exercise a deciding vote in any controversy.

Each state officer shall assume entire control and management of one subject at the state contest, shall provide and secure and send to the district officer in charge of his subject in the district contest, the material for the test, shall provide the material for the state contest in his subject, and also at that time arrange all details, choose all officers and appoint all grading committees for his subject, shall be the final judge at the state contest in his own subject only, of the eligibility and grading questions, and shall be exclusively responsible for the fair, impartial and proper conduct of the contest in his subject at the state contest. He shall also be responsible for the detailed report of the state contest in his own subject.

To be eligible to any district contest a student must be a bona fide student in the school which enters him for at least three months previous to the time of the district contest and he must be carrying successfully not less than the equivalent of four high school subjects which he recites five times a week each and which require the additional preparation of at least five periods a week each.

Any school entering a student in any class for which he is not eligible shall be debarred from entering any contest for a period of two years, both student and school shall forfeit any awards that may have been given, but any school which entered such student on the favorable decision of the district officers should the state officers decide against the student shall suffer the forfeiture of awards only but no disbarment, because they acted in good faith.

To be eligible to take part in the state contests students must secure one of the first five places in the district contests in the subjects in which they wish to enter the state contests, as only the five highest in each class in the district contests will be eligible to enter the state contests.

The enrollment fee shall be fifty cents for each person regardless of the number of contests entered and it shall be due at the time of enrollment.

The time of enrollment shall be not less than two weeks before the date of the district contest, that is, the names, fees, eligibility statements, etc., must be in the hands of the district officials by that time.

The time of the district contests shall be the last Friday or Saturday, as the district may prefer, in March, but when the spring vacations conflict with that time and district officials prefer, the contest may be held a week earlier, but it must be held not less than four weeks before the time set for the state contest.

The time of the state contest shall be the last Friday or Saturday in April.

The places where the various district contests and the state contest shall be held shall vary each year, no contest, either district or state, being held in the same city two years in succession, except in an emergency or by a unanimous vote of the schools taking part. The place of holding the district contest shall be determined by the district officers, in accordance with the rules, and the place for holding the state contest shall be determined by vote of the schools having contestants eligible to the state contests, each school being entitled to one vote.

Contests shall be held in only one subject at a time except when the enrollment shows that there can be no possible conflict, in which case a double program is advised to "speed up" the timely attainment of the reports.

All contests shall be governed by one person only; district contests shall be governed, each by some one member of the district official body, who shall be absolutely in charge and directly responsible for the correct conduct of his contest, while the state contests shall each be governed by some one member of the state official body who shall be absolutely in charge and directly responsible for the correct conduct of his contest. Each official in charge of a contest may appoint sub-officials, such as checkers, timekeepers, etc., but all such sub-officials shall be announced before the time of the contest.

The material shall be secured from some outside source wherever possible, or at least from some absolutely impartial source. The typewriting material shall be secured from the manager of the International Contests, the shorthand material has been secured from one of the shorthand magazines, the spelling and its material has been secured from the State Vocational Director, and the penmanship copy will be secured when possible from some penmanship publisher.

The material shall be sent to the governing officer sealed and shall not be opened until the time of the contest, except in the case of the shorthand material which may, at the discretion of the

official, be opened by the dictator half an hour before time to give the dictation, in the presence of members of the contests, provided arrangements are made for preventing any appearance, even, of giving a clue as to its contents to any person connected with the shorthand contests. This arrangement is solely for the purpose of promoting efficiency in dictation, to enable the dictator to gauge the dictation and to give it the correct amount of time. In the spelling contest a dictionary must be in readiness so that should there be words of questionable pronunciation the dictator may stop and refer to the dictionary before proceeding with the dictation.

Grading committees shall be appointed and announced before the contests and whenever possible shall consist of persons who are competent to grade the particular kind of contest papers and who also have no pupils in the contest (when this is possible). They shall be provided a suitable place where they may do their work undisturbed and a stenographer to assist them in preparing their report. These committees shall furnish reports of their work showing a complete record of all taking part in the contest and each member must sign the report, and present it to the contest governor. When this is done, the students and their teachers may have the privilege of viewing their own papers only, and may ask explanations and reconsideration if the grading seems to be incorrect, but the decision of the governor of the contest shall be final, and after he has decided all such questions, he shall officially announce the results, but no results shall be announced until all controversies over grading shall be settled and no questions or reconsiderations may be requested after the official announcement of the results. A time shall be appointed when such viewing of papers may be made by contestants and their teachers and those who are not present at that time thereby forfeit their right to request explanation or reconsideration.

Any paper in any contest in any subject either district or state which shall contain the writer's name or any distinguishing mark, shall be barred out from consideration.

Scoring of Schools:

1st place in any event.....	5 points
2nd place in any event.....	4 points
3rd place in any event.....	3 points
4th place in any event.....	2 points
5th place in any event.....	1 point

The school winning the highest score in each district shall be awarded a certificate and declared Champion Commercial School, District No. —.

The school winning the highest score in the

state contest shall be awarded a certificate and declared State Champion Commercial School.

Schools winning second and third places in score shall be awarded honor certificates for the state contest.

Contests for students of college rank only, will be held in all subjects, but such students will not appear at the district contests, as they will write the tests under the supervision of their local teachers and will, at the state contest, write the tests with the other contestants, but their papers will be graded as a separate class, and awards will be made as for a separate class.

ELIGIBILITY: Any bona fide student carrying successfully the equivalent of 12 College Hours and who is a graduate of a four-year high school or has the equivalent of four years' high school work.

PLAN: Each College entering the contest will be furnished with material to conduct a try-out in its own school to determine its representatives for the State Contest.

MATERIAL AND RULES: The same material and rules governing the high school contest will be used to govern the College Contests.

AWARDS: Suitable State Awards for College will be provided.

CLASSES: *Novice*—Students who have not had more than the equivalent of two semesters of instruction, one recitation a day.

Junior—Students who have not had more than the equivalent of three semesters of instruction, one recitation a day.

Shorthand Rules
Both Contests
Champion—The best product of the school enrolled at the time of the contest.

(Students in the lower classes who can take the dictation at the rates given in the championship class will be allowed to try and if they earn winning places in the champion class they will be given the extra honors and awards which they earn in addition to those in the class in which they registered.)

MATERIAL—Non-technical straight reading matter, similar to Civil Service. 100 words for Novice class, 200 words for Junior class, 300 words for Championship class.

RATES OF DICTATION:

Novice Class—35, 50 and 65 words a minute.

Junior Class—60, 80 and 100 words a minute.

Champion Class—80, 100, 120 and 140 words a minute.

THE SHORTHAND CONTEST OFFICIALS SHALL COMPRISE: 1. A dictator, who has no one trained by himself in the contest and who is

accustomed to giving time dictation with clear enunciation.

II. Two checkers, whose duty it will be to compare the actual reading of the dictator with the copy in order to detect any possible deviations the dictator might make from the printed copy.

III. One timekeeper, provided with stop watch and whistle.

IV. A committee of shorthand teachers of the district, two of which shall grade each paper.

GRADING RULES: Those of the U. S. Government Civil Service. No paper shall contain the contestant's name.

PLAN—Dictation will be given at the lowest rate first, then next higher, etc., until all has been given, after which contestant may transcribe the one he chooses.

Time allowed for transcription: One hour.

Any system of shorthand may be used.

Scoring: Speed $\frac{1}{2}$; accuracy $\frac{1}{2}$.

Scoring of Speed:

Novice		Junior		Champion	
Speed	Grade	Speed	Grade	Speed	Grade
65.....	100	100.....	100	140.....	100
50.....	90	80.....	90	120.....	90
35.....	80	60.....	80	100.....	80
				80.....	70

Scoring of Accuracy—Each word omitted, added, substituted or misspelled or for use of singular instead of plural or of plural instead of singular when the grammatical correctness is affected, 3. Each transposition, 2. Each gross error in capitalization or punctuation, each error in division of words, each word repeated, each failure to use hyphen when required, each abbreviation, use of plural for the singular or the singular for the plural when grammatical correctness is not affected, 1. Interlineations, erasures, and lack of neatness, 1/5.

DISTRICT AWARDS TO STUDENTS: First place in *Novice Class*—Certificate and Title, Champion Novice Shorthand Writer, District No. —.

First Place in *Junior Class*—Certificate and Title, Champion Junior Shorthand Writer, District No. —.

First Place in *Champion Class*—Certificate and Title, Champion Shorthand Writer, District No. —.

Second and Third Places in *Both Events*—Suitable Certificates.

STATE AWARDS TO STUDENTS: *Novice Class*—First Place—State Champion Novice Shorthand Writer.

Junior Class—First Place—State Champion Junior Shorthand Writer.

Champion Class—First Place—State Champion Shorthand Writer.

Second and Third Places in *Both Events*—Suitable Certificates.

The typewriting contests are sanctioned by the manager of the International Typewriting Contests, who controls the famous World's Championship Contests held in **Typewriting** New York annually, consequently many of the rules are in accordance with the standard International Rules and customs and must be strictly adhered to.

ELIGIBILITY: In addition to the requirements for general eligibility to the district and state contests, a typewriting contestant must qualify as follows:

Any person who has ever taken part in a typewriting contest between different schools not sanctioned by the manager of the International Typewriting Contests, is not eligible to take part in the Nebraska Typewriting Contests although he may be eligible to the other Nebraska contests.

Novice contestants must furnish a statement signed by both the contestant and his parent or guardian, stating that the prospective contestant has had absolutely no experience with a typewriter previous to September 1, 1922, and Junior typists must furnish a statement showing when they began the study of typewriting, and how the time spent in instruction and practice has been distributed.

Typists in all classes may furnish their own machines adjusted in any of the ways permitted by the International Contests manager, may furnish their own desks and chairs, copyholders, etc., if they wish, but will not be required to do so.

Manufacturers of every machine used in the contest shall be invited to have a representative present, both in the contest and in the grading room if they wish, but they must take the position assigned them by the contest manager.

No spectators other than those mentioned above, in addition to the officials of the contest, the instructors of the contestants, and the official representatives of the schools taking part will be permitted except when the room in which the contest is held is large enough to accommodate such at a distance of not less than twelve feet from the nearest operators.

CLASSES: *Novice*—Limited to students who have had absolutely no experience with the typewriter previous to September first of the current year. These contestants must furnish statements described above and must also be carrying successfully at least three other studies requiring five forty or forty-five minute recitations per

week in addition to the same amount of preparation or study, or the equivalent. Thus a student carrying only four hours a day of typewriting and two recitations a day of shorthand would not be eligible, but a student carrying in addition to any amount desired of typewriting, one hour a day of recitation in shorthand, one hour recitation a day in law, one hour a day (without preparation) in chorus, and one hour a day (without preparation) in gymnasium, would be eligible. The amount of time spent on the typewriting is unlimited provided the contestant can carry at the same time the other subjects required to make a full program.

Junior—Limited to students who have had the equivalent of not over 270 forty-five minute periods of combined instruction and practice at the time of the district contest. (Very few schools will be able to enter contestants in both the Novice and the Junior classes with the best chances of winning, but the two classes are given to give both types of schools a chance at two contests. Those schools which desire to do so may enter contestants in both classes and in the championship class whether they expect to win or not.)

Championship Class—Absolutely unlimited except that students in this class must be carrying successfully the regular amount of work as described in the general eligibility regulations.

Any student in either of the lower classes making a record entitling him to an award in the championship class shall be given the rating earned in that class in addition to the one earned in the class for which he registered, but he shall be allowed only one writing in any case.

GRADING RULES: The International Rules for grading shall be followed.

The time allowed for the test shall be exactly fifteen minutes.

The material shall be furnished by the International Contest Manager, and shall not be opened until the time of the contest. It is similar to the material furnished by the Remington and the Underwood Typewriter Companies for the award tests each month.

DISTRICT AWARDS TO STUDENTS: *Novice*—First place—Certificate and Title, Student Champion Novice Typist, District No. —.

Junior—First place—Certificate and Title, Student Champion Junior Typist, District No. —.

Championship—First place—Certificate and Title, Student Champion Typist, District No. —.

All classes—Second and third places—Honor Certificates

STATE AWARDS TO STUDENTS: *Novice*—First place—Certificate and Title, State Student Champion Novice Typist.

Junior—First place—Certificate and Title, State Student Champion Junior Typist.

Championship—First place—State Student Champion Typist.

All classes—Second and third places—Honor Certificates.

1. A practical list of one hundred words which are frequently used and frequently misspelled. To be written. Grade value 75%.

2. A paragraph to be written **Spelling** from dictation which will require distinction between meanings and uses of words as well as knowledge of spelling. Grade value 25%.

OFFICERS: 1. One dictator. 2. Two graders for each paper. 3. Two checkers.

AWARDS: *District*—First Place—Certificate and Title, Student Champion Speller, District No. —.

State—First Place—Certificate and Title, State Student Champion Speller.

Second and Third Places—Suitable Certificates.

ELIGIBILITY: Any bona fide student carrying successfully the equivalent of a regular high school program as described in the general eligibility rules, is eligible to the **Penmanship** penmanship contest.

PLAN: Penmanship students shall be required to attend the district contests only, as the winning papers in each district will be sent to the state contest for state judging.

PROCEDURE: One week before the district contests, students shall write, under the direction of their teacher at their home school as much of Lincoln's Gettysburg Speech as they can write in five minutes. They may write either from memory or from copy, as they choose, but must include all punctuation marks, etc., and they may practice as much as they choose before making the copy to be submitted.

At the district contest penmanship students shall be required to write new material which shall be sent by the state penmanship official to the district official sealed and which shall not be opened until the contest hour. Contestants shall be allowed access to the contest room to practice for at least half an hour before time for the contest.

RATING: Penmanship shall be rated as to quality and speed, quality scoring $\frac{1}{2}$ and speed $\frac{1}{2}$. In rating quality the following points shall be considered: (1) uniformity of slant, (2) uniformity of (Concluded on page 304)

Shorthand Gymnastics

By W. W. Lewis

Head of Theory Department, Gregg School, Chicago

THE shorthand strokes for *s* are similar to the compound curve in the printed letter. Make them very short and well-curved. The stroke is made by a quick rolling twitch of the fingers; but do not permit the wrist to become rigid. Note the similarity to the printed form.



Make the drills to the count: *s-2-3-4-5-6-7-8-9-10*. Keep the slant the same as that of *p* or *f*; in fact, the *s* stroke is but a miniature *p* or *f*.



Alternate the two *s* strokes with *sh*. Observe that they are the same in length.



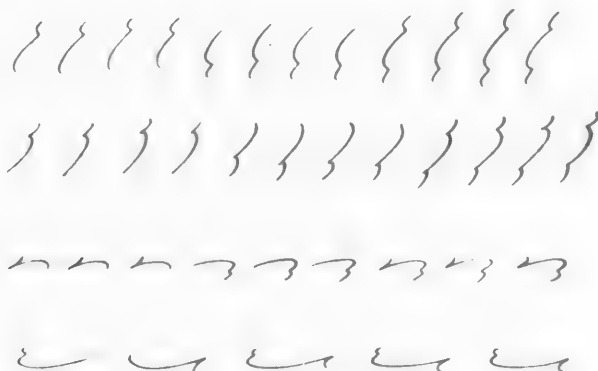
Alternate *s*, *p*, *b*. Observe the slant and relative length.



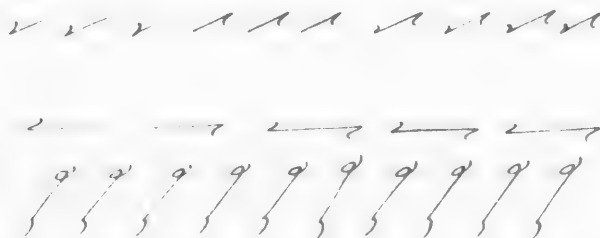
Now drill on *s*, *f*, *v*, observing slant and proportion.



When we speak of *s* being written uniform with the curve, we mean with the same motion; that is, clockwise or anti-clockwise, depending on the curvature of the stroke.



When *s* is joined to straight lines, we use the one that forms the greater angle. This does not mean that an effort should be made to form a sharp point; but rather that the point should be avoided as far as possible. Watch the slant and joining in the following:



By using the anti-clockwise form where no circle intervenes between *s* and *sh*, *chay*, *j*, as in *such* and *subject*, the tendency to curve the straight line is elimi-

nated. Avoid the sharp point, but be sure not to allow the *ch* or *j* to become curved.



The circle intervening between *s* and another stroke does not change the form. Note that this circle does away with the pause which otherwise would be made.



Observe the distinction between *s* and the hooks in the outlines for *spirit* and *opportunity*, *sieve* and *weave*.



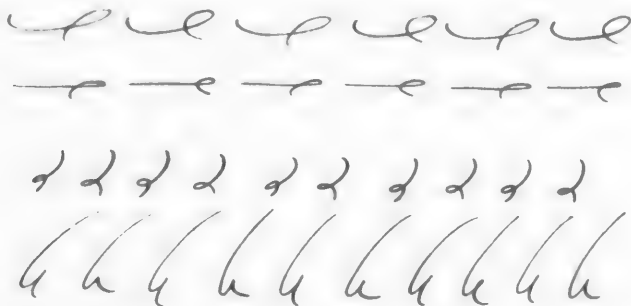
Observe the distinction between *s* and *sh* in the outlines for *business* and *be sure*, *face* and *fashion*. The *s* is made by a roll of the fingers, while the *sh* is made by a quick twitch of the forefinger from the first joint. Of course, you are keeping this joint arched out away from the pen so that you have instant and complete pen control.



Observe the relative length of *s*, *f*, *v*, in the following:



Compare the slant of *s* and *x* in the following:



The *th* strokes should be kept short and well-curved. The drill is written to the count: *th*-2-3-4-5.



Observe the relative length of *s* and *th* in *these* and *smith*. Keep the strokes short and well-curved.

9 9 9 9 9 9 9 9 9

2 6 2 6 2 6 2 6 2 6

The *ng* and *nk* strokes should be dropped a trifle only. Do not permit the *nk* stroke to become too long. Compare the line of individual strokes; and also the outlines for *ran*, *rang*, *rank*, and *sin*, *sing*, *sink*.

— — — — —

9 9 9 2 2 2

† † †

Gregg Shorthand in Great Britian

NEWS of the English shorthand world is always full of interest, and just now it holds particular interest, for American systems and American methods are being taken up with the greatest enthusiasm, and with really remarkable results.

We quote from an address delivered by Mr. Bernard de Bear, managing director of the de Bear Schools, Limited, at a staff conference held to mark the change-over throughout the organization from the Pitman system to the Gregg. The de Bear Schools constitute one of the largest and most important chains of commercial schools in the British Isles, while Mr. de Bear himself is, of course, well-known as a Pitman expert high-

speed writer, teacher, and demonstrator of some thirty years' experience.

Mr. de Bear said:

"It is easier to me to write and read shorthand than to write and read longhand; and after this long time and long use of one system of shorthand I am identifying myself with another. . . . I have long pined for something that would be easier to learn, that would be equally speedy, that would be safer to read when written. . . . I have found a system that can do these things, and, speaking not theoretically but practically, many benefits will accrue from this change of policy. I can assure you, the members of the

Organization, that *one* at least—a very great *one*—will be found where it is so very necessary, vitally necessary, in regard to subjects like Typewriting, English, proper Business Training, and the like, where more time be will free for the teaching of these subjects.

"But I think you would be more interested if I speak of the story of my connection with Gregg Shorthand. I have to go right back to 1895, when I paid my first visit to the United States, on an inspection of schools. There was no sign of Gregg then.

"It was my lot about eight years afterwards to pay a second visit for a special mission. That time I saw the beginnings of the Gregg system. Mr. Charles M. Miller—one of the prominent teachers, who was a hot Pitmanite at the earlier visit—gave me a great deal of attention and courtesy, and I found on this visit he was a rabid Greggite, and I could not understand it. I thought he was daft; I could not think what had come over the man; he would not hear of anything else, and was impatient of my arguing with him. Then I went to a little place called Quincy and visited the Gem City Business College—one of the most wonderful schools I have seen. It is certainly one of the most beautiful, well-equipped, well-organized, and efficient commercial schools in the world. I saw the Gem City College working, and I came away very much impressed, but with nothing so much as the fact that this wonderful school had thrown aside every other system and taught Gregg Shorthand. I thought it very foolish, for at that time I believed there could not be anything but Pitman.

"Then came the Business Exhibition at Olympia in 1912. There was a special Junior Shorthand Speed Cham-

pionship, at 120 words a minute for five minutes, and at 100 for five minutes. We sent up a large number of candidates—Pitman writers. Out of some twenty-five or more competitors there was only one Gregg writer, and he won the contest, despite the fact that the whole of the judges were Pitman writers and supporters. That gave the first rude shock to my belief in the superiority and supremacy of 'Pitman.'

"A few months later there was a Conference of the Faculty of Teachers, at York. In the course of my remarks at that meeting I said we were going on year after year as shorthand professors, and yet, as a Society, we limited ourselves to *one* system of shorthand. Quoting, or, rather, paraphrasing Kipling, I said: 'What do we know of shorthand who only Pitman know?' I asked why didn't we look into other systems? I said there was a system that was a very great success in America—a country where they know a good thing when they see it. Here was a shrewd and wonderfully enlightened nation, and they had taken the Gregg system and would have no other. Even in those days—1913—the Gregg system had pushed most of the Pitmanic systems out of the field. I said to our teachers, Why did we not look into the other system and see whether there was anything in it? The result was—rather to my surprise—that very many of those teachers who were present at the York Conference began to look into Gregg. Some of them not only looked into it, but adopted it; they not only adopted it, but dropped the other one. I never thought there was going to be such a quick response to that chance remark I made.

"Then came other demonstrations

of efficiency. Mr. Raymond P. Kelley, then quite independent of any shorthand system, back on furlough from the Army with the Y. M. C. A., came to the London school and gave a public demonstration to our students. Our own reader, the teacher in charge of the shorthand section, read to Mr. Kelley at 200 words a minute, checked and certified. Mr. Kelley wrote 200 words a minute on the board, apparently without an effort. That was a wonderful thing to me. He read it back with scarcely a variation from the text, and stopped at the last line or two to allow one person in the audience to read from the board for him. That was another wonderful demonstration of the possibilities of the Gregg system.

"Coming quite near to the present time, about a month ago Mr. Crockett, of the London Gregg office, came to give a demonstration. Mr. Crockett stood at the blackboard and seemed to be almost contemptuous, tapping the board now and again just to seem to be taking notice. I read to him at 120, 140, 160, and 180, and he read back every one of these pieces from the blackboard, one after the other, without any hesitation, without any error. Mr. Crockett will be giving you demonstrations and you will see some wonderful things; you will see what I have seen—something done in Gregg Shorthand that never was done in Pitman. That is a great thing to us. As far as speed is concerned, surely we cannot doubt its speed possibilities; and that it is legible as well as speedy has been proved by these demonstrations and by the great performances in the championship records in the United States lately."

All of which, linked up with the following remarks of Mr. de Bear's

at a later meeting of the English Faculty of Teachers in Commerce, where he told of the results that had been obtained in the schools, shows the interest with which the teachers of Great Britain are undertaking the study of the system.

At this later meeting, Mr. de Bear said:

"What I would like to call your attention to as teachers is that I have had a remarkable opportunity in the last three months of seeing Gregg used in the schools. We opened our schools on the 14th of August and had not previously taught Gregg shorthand. By reason of a Conference we had in July we brought our teachers well forward, and by the opening in August we were in most of the schools able to teach it, and we taught it. My first experience of the result of our teaching was startling in its suddenness and in its thoroughness. My first visit of inspection to the schools was to Yorkshire. I went up to Hull on a certain day that represented five weeks and two days after we opened at the end of the summer holidays. About 14 took part in a test I gave—at 60 words a minute—an original model business letter—quite average stuff. Of the 14 who took part 12 were Pitman writers and two were Gregg. The Gregg writer I have in mind was first in the list, and was not only first to establish such a lead over the others, but there was not any comparison—and I had never contemplated it to be possible that one Gregg writer should go far ahead of the whole of the Pitman writers, and in the case of the Pitman writers they had had months of study as against weeks in the Gregg case.

"And at Liverpool, out of an immense crowd of students, about half

learning Pitman and half learning Gregg, the Gregg students starting in August last and in some cases the Pitman students having been a year in the school, one Gregg writer took part in the 90 words-a-minute letter test and came out first; two Gregg writers took part in the 70 test and came out first and second; and in the 50 test a Gregg student produced a paper absolutely without a fault—after only a couple of months' study!

"I have proved the advantages of the Gregg system to the satisfaction of myself, the teachers, and the students. In no case do I apologize for the introduction of Gregg instead of Pitman. On the contrary, I congratulate the students on having arrived at our schools at a time when we were going to teach them something that would be an enormous saving of time to them and an enormously more certain weapon to handle."

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Reports of Conventions

(Continued from page 266)

and Mr. Hills. At a later time we hope to give place in this magazine to discussions from these educators. It may be said here, however, that they are loyal friends of the cause of commercial education.

Concluding the session was a demonstration on the correct use of the telephone, given by employees of the Bell Telephone Company. The teachers met at luncheon on the following day, in connection with which a special program was offered. At that time a practical address on psychology was delivered. The fraternal spirit of Iowa teachers was evidenced on every hand. The chairmen of the activities, Mr. E. A. Zelliot and Mr. C. A. Bingham, Des Moines, are to be commended on the helpful programs.

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Missouri

Report by W. D. Wigent

IT IS traditional with Missouri commercial teachers to have profitable sessions whenever they come together in annual convention. And the more

extensive the program the greater the provision for social intercourse. In fact, it may be said without fear of contradiction that Missouri commercial teachers enjoy a broader fraternal acquaintance than most educational groups.

The last session was marked with unusual interest, covering as it did many phases of curricula making. The experience of educators who had been graduated, or demoted (?) to the field of business, teachers in small high schools, directors of work in large city systems, those responsible for training commercial teachers in state colleges—all these had a part on the program.

The following are some of the high points:

The only excuse any individuals have in occupying a place on this planet is that those people may render service.

Integrity, Intelligence, Initiative, and Inspiration constitute the essentials of right service.

Before our education can endure we must have the right education.

Commercial teachers would do well to take inventory to see whether their product is placed on the ten-cent or twenty-five-cent counter.

The ten demandments of the commercial teacher are good character, adaptability and tact, good general scholarship, command of subject matter, personality, health and appearance, business experience, knowledge of methods, executive ability, proficiency.

If we would exercise the larger view, we must train our people for direct participation in the business life of their community.

In the first two years of high school the commercial student should do as much of the required work as possible. This reserves the last two years for concentration on commercial pursuits.

English should be a required subject in each of the four years.

The director of commercial courses must know the demands of business and how to meet them.

As far as possible the counsel of business men should be sought in framing the commercial curriculum.

To insure a worthy product the director of commercial courses should insist upon a balanced training.

The business men want to buy common sense and intelligence. The live commercial teacher will see that these qualities are fully developed in the class room.

Contact with business men of affairs is one of the infallible signs of growth on the part of the teacher.

Commercial law, commercial geography, and economics are necessary units in the commercial course.

Content of commercial courses is more easily determined if community surveys are made and results studied.

Surveys are to the commercial course what research is to general education.

In presenting our subjects let us make them as attractive as possible. There should be little difference between the school room and the office in point of interest and enthusiasm.

Those contributing directly to the program were Mr. T. E. Talmadge, Mr. Robert A. Grant, Mr. E. W. Atkinson, Miss Amy A. Meyer, Mr. D. H. Murphy, Miss Winifred Weatherman, and Mr. George H. Beasley—all well-known commercial teachers, directors, and leaders. Another large factor contributing to the effectiveness of the meeting was the able manner in which Mr. M. B. Wallace, St.

Joseph, presided. In the election that followed, the talent of Mr. T. E. Talmadge was again recognized when he was made chairman of the commercial section for the coming year. Assisting him are Miss Winifred Weatherman, Sedalia, and Mr. E. J. Van Horne, Mexico.

Just as the meeting was about to postpone Mr. F. J. Kirker, Junior College, Kansas City, sprang one of his agreeable surprises, announcing that arrangements had been made for a fraternal dinner. The merriment and speech-making which followed made the occasion one of the most enjoyable features of the gathering. The reason for this is perfectly clear to those who have seen Mr. Kirker preside as toastmaster.

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Connecticut Valley

Report by R. McMasters

ON December 9 the commercial teachers throughout the Connecticut Valley assembled at the Northampton High School and organized what is to be known as the Connecticut Valley Commercial Teachers' Association. Teachers came from Brattleboro to Springfield.

The association is to include all teachers interested in the advancement of commercial work in this section.

Mr. W. E. Fairman, of the Amherst, Massachusetts, High School, was elected president; Miss Margaret McGinn, of Bay Path Institute, Springfield, vice-president; Mrs. Anna Leavenworth, West Springfield High School, secretary and treasurer.

We understand the next meeting is to be held sometime in April. Success to the new association!

Westchester (New York) County Commercial Teachers' Association

Report by Harold H. Smith

OFFICERS FOR 1924

President, Mr. Leon G. LaFleur, Yonkers High School

Vice-President, Mr. Morton F. Bellows, Washington Irving High School, Tarrytown

Secretary, Miss K. Greta Ordway, Yonkers High School

Treasurer, Mr. Cummings P. Eberhart, White Plains High School

THIS live body held its regular spring meeting on Friday, March 16, in Yonkers City Hall. A business meeting was called to order at 4 p. m. followed by a discussion of matters of professional interest, an informal dinner and after-dinner addresses.

Mr. F. A. Wilkes, state specialist in commercial education, reported on the progress made in producing more satisfactory Regents' examination papers, saying he had had no criticism of the recent January tests. The widespread coöperation of the teachers in furnishing suggestions will result in the June examinations being practically of the teachers' making.

He also told of the efforts being made to revise the state syllabus in commercial education. This will probably be ready for publication in 1924, he said, and will be much more in detail than the present one.

There is some serious discussion also of revising the state requirements for commercial teachers and supervisors. While these are only tentative at present, the consensus of opinion is in favor of requiring at least one year's additional educational preparation beyond college gradua-

tion for a permanent license to supervise in commercial subjects.

Mr. E. W. Barnhart, Chief, Commercial Education Service of the Federal Board of Vocational Education, introduced some "Questions on Vocational Education" by referring to the history of commercial and vocational training in this country and to the various changes which time has worked in the aim and content of this work. He stressed the present tendency in all education to be "serving the welfare of the country." The old idea was "maintenance of standards in the school." The new idea is "responsibility of and for the individual boy and girl to the country and community."

The 50% and 85% drop-outs from public schools return to vote and to affect seriously the decision of the community. A study of the Federal Board's occupational survey compared with the U. S. census figures shows in what proportion boys and girls, men and women are employed in business.

Resolutions were voted expressing regret on the death of Mr. Ray M. Minott, of the High School of Commerce, New York City.

The outgoing officers, with Mr. Matthew J. Lynaugh, of White Plains, as President, prepared an interesting dinner conference, which was attended by about seventy members.

Miss Jeannette Hamill, Director of the Ballard School of New York, spoke on "What are the Aims of the Commercial Teacher?" Ballard School is connected with the largest Y. W. C. A. in the world, and Miss Hamill's personal experience as a private secretary is reflected both in the school which she has built up and in her clear grasp of the field of commercial education.

Mr. Frank X. Schoonmaker, West Side Y. M. C. A., New York, spoke on "Why the English Founders of the American Nation made the United States the most Un-English Country of the World." His fundamental thesis was an exposition of the Chinese philosophy, educational system, and moral ideas as they related to the rest of the world, the development of Christianity and the rise of the United States. He pointed out the great differences between the American and British forms of government as to religion, equality, individual responsibility to and for the state, education, settled governmental policy toward other nations, etc. His address was both timely and instructive.

The next meeting of this association, which has a 100% membership roster of available teachers, will be held in November, 1923, at the New Rochelle High School

New President of G. S. T. A. of New York City

AT the annual election of the Association, Mr. Frederick R. Beygrau, of the Shorthand Department of the Evander Childs High School and Principal of the Shorthand Department of the West Side Y. M. C. A., New York City, was elected President for the season of 1922-1923.

Three times before Mr. Beygrau has been honored by being made president of teachers' associations in New York City.

The Association has started out on what unquestionably will be an unusually successful year of work. One of the first constructive pieces of work done by the Association was to affiliate with the College of the City of New York in inaugurating two important teachers' classes at the City College. Instruction in these classes will be given jointly by Mr. Gregg and Mr. SoRelle.

Mr. Beygrau has also just been appointed to take charge of one of the important teachers' training groups at the University of California for the coming summer session.

The long experience Mr. Beygrau has had as head of the secretarial work in Columbia University, in addition to his work in the High School of Commerce, Evander Childs High School, and Y. M. C. A., will be of great value to the teachers under his direction at the University.



FREDERICK R. BEYGRAU
President, New York City
G. S. T. A.

Conference on Training For Foreign Service

Report by Glen Levin Swiggett

Specialist in Commercial Education, and Chairman of the Committee of Fifteen

THERE are nearly 600 colleges and universities in the list of higher institutions of the United States Bureau of Education. About one-tenth of these institutions report courses in training for foreign trade and foreign service of the government. From these a small group of instructors of foreign service training subjects met in conference at the Hotel Sherman, Chicago, Wednesday and Thursday mornings, December 27 and 28, 1922, for the purpose of discussing courses of study, methods in use, purpose, articulation, relations, placement opportunities, etc.: Emery Olsen, Assistant Dean, College of Commerce and Business Administration, University of Southern California; W. Coleman Nevils, Regent, Georgetown School of Foreign Service; Robert J. Ray, Northwestern University; J. E. Moffett, University of Indiana; C. W. Wassam, University of Iowa; S. J. Hoexter, University of Detroit; Earle S. Fullbrook, University of Nebraska; George M. Janes, Washington and Jefferson College; P. N. Potter, University of Wisconsin.

The major part of the two mornings was devoted to a revision of the four-year emergency collegiate course of study in preparation for foreign service which the chairman submitted in an address presented before the National Foreign Trade Council Convention, Cincinnati, April 18, 1918. This course of study incorporated many of the recommendations of the Committee of Fifteen made at a meet-

ing with the Chancellor of the University of Pittsburgh, a member of the committee, January, 1918.

The counsel of men with experience in overseas service of government and business was sought by the chairman preliminary to the conference. Each group expressed the belief that over-specialization was not good; technique should come late in the course; the maximum of English should be offered and chemistry taken as the basic science. The business group urged as essential studies: a course in general geography of collegiate grade on a commodity basis, general economics, industrial history of the United States, at least two foreign modern languages, and accounting and finance. This group expressed the belief further that typewriting and stenography are essential, advanced courses in government are unnecessary, the economic aspects in collegiate foreign service subjects should be stressed early, and continued training on the job is necessary. It is the belief of those who have had experience in the consular and diplomatic service that one foreign modern language, well taught over a long period of years, is preferable—if two are studied they should be from different groups like French and German; that history is the most important of secondary subjects; that thorough courses in general history should precede regional treatment of economic history; that algebra and plane geometry be required; that typewriting and knowl-

edge of accounts are necessary tools; and that a course in general science and at least three years in Latin be offered in the high school.

With the above suggestions in mind it was decided at the Chicago conference that the following subjects,

with unit requirements, will best serve as secondary preparation for further collegiate study in foreign

service subjects: English, 4; modern language, 4—at least three units in one language; *American history, 1; *English history or modern European history, 1; economic geography, 1; mathematics—algebra and plane geometry, 1½; chemistry or physics, 1; civics, ½; elective, 1—15 units in all.

The two following courses have been designed to meet the needs of colleges and universities for a four-year articulated and motivated course of study in preparation for overseas service of government and business as well as for general economic and political culture. Established educational practice has been considered in their preparation. Specifically, Course A is designed as preparation for service in commerce; Course B, for consular and diplomatic service. (The figures after the subjects, arranged by year and semester, refer to number of hours per week offered in each subject.)

COURSE A: Freshman Year, (1st semester)—English, 3; modern language, 5; economic history (Europe since 1750), 3; mathematics, 3, or laboratory science, 5. (2d semester)—English, 3; modern language, 5; American economic history or economic resources, 3; mathematics, 3; or laboratory science, 5.

Sophomore Year, (1st semester)—Modern language, 3; principles of economics, 3; accounting, 4; transportation, 3; contracts, 3; (2d semester)—

Modern language, 3; principles of economics, 3; accounting, 4; transportation, 3; agency, 3.

Junior Year, (1st semester)—Modern language, 3; business organization, 3; money and banking, 3; marketing, 3; foreign trade practices, 3. (2d semester)—Modern language, 3; statistics, 3; corporation finance, 3; sales administration, 3; foreign trade practices, 3.

Senior Year, (1st semester)—Modern language, 3; foreign exchange, 3; international trade principles, 3; marketing studies of major commercial areas: Europe, Far East, Near East, Latin America, 6. (2d semester)—Modern language, 3; foreign credits, 3; international trade policies, 3; marketing studies of major commercial areas: Europe, Far East, Near East, Latin America, 3; foreign investments, 3.

COURSE B: Freshman Year, (same as in COURSE A).

Sophomore Year, (1st semester)—Modern language, 3; American government and politics, 3; American history, 3; principles of economics, 3; elective, 3. (2d semester)—Modern language, 3; English history, 3; American history, 3; principles of economics, 3; elective, 3.

Junior Year, (1st semester)—Modern language, 3; European history, 3; English government, 3; commercial and maritime law, 3; money and banking, 3. (2d semester)—Modern language, 3; European history, 3; governments of Continental Europe, 3; commercial and maritime law, 3; foreign investments, 3.

Senior Year, (1st semester)—Modern language, 3; international law, 3; international trade principles, 3; political history of Europe and Near East since 1850, 3; American foreign relations, 3. (2d semester)—Modern language, 3; international law, 3; international trade policies, 3; political history of Far East and Latin America since 1850, 3; American foreign policies, 3.

The members of this council and committee represent government, business and education. The committee, appointed by the U. S. Commissioner of Education pursuant to an approved resolution of the first public conference on foreign service* held in Washington, December 31, 1915, investigates and considers by correspondence, conference, etc., matters relating to an educational policy or program helpful in determining satisfactory training for foreign service.

*Cf. Bulletin 1017, No. 37, 1921, No. 27, U. S. Bureau of Education, Washington, D. C.

*With emphasis upon the economic aspects.

What An Educator May Learn from Advertising

By C. N. Mulligan

"WHAT an educator may learn from advertising" is just another way of saying "what one educator may learn from the methods of another educator,"

Living Standard Raised by Advertising

because the advertiser is an educator. Were it not for the advertising that we have done we should

be fifty, possibly seventy-five years behind our present development. It was advertising, the educational element in advertising, that caused the men and women of our farms and cities first to realize their need of, next to desire, and next to possess, the telephone—then the trolley, then the electric light, then the automobile, and the thousands of labor-saving devices and comfort-producing devices that go to make life worth living and which contribute so largely to the work of the age in which we are privileged to live. The things to which I refer are things which have lifted our standard of living high above that of any other country.

May I mention another item? It was advertising that educated the first classes in the

Culture Spread

primary grades in an educational program that has developed

in millions of American families an appreciation for and a knowledge of the world's best music. This was accomplished purely through educational matter, in soliciting and installing the various sorts of talking machines and records in the schools.

Let me mention just one other item. Advertising, by reason of the fact that

it pays the advertiser's cost, makes it possible to distribute through the land thousands of educational publications at a nominal cost, from the convenient city news stand to the R. F. D. route winding in and out of the remotest corners of our country, delivering educational publications at a nominal cost. To illustrate:

Educational Publications Disseminated
This week's *Saturday Evening Post* cost the publisher many, many times over its subscription price to get to you. It costs you a nickel. I know of only one, two, three articles which can at the present time be bought for this sum—Coca Cola, Gold Dust Twins, and Wrigley's Chewing Gum. All of these are extensively advertised articles. Please bear that in mind.

So you see, were it not for the advertising pages of your *Saturday Evening Post*, your copy this week would cost you the price of a popular novel, and the same is true of the *Metropolitan* and the many other valuable publications that we have distributed throughout the country. On the same basis, your *Courier-Journal*, or any one of our daily papers, would cost you many times its present price.

How many of us could afford this?

It is appalling when you consider what a setback in an educational way would be the loss of these publications, and it is educational advertising only which makes them available at a nominal cost.

Now, to get into this subject. What can you as an educator learn from advertising, that is, what can you learn of methods which can be

adapted and applied to your individual problem? Advertising, for the purpose of our illustration this afternoon, may be classified broadly under two heads, first, that which we technically term "institutional advertising,"

which is purely educational and has for its purpose the building of prestige and good will and the institution of products or service, and second, that which we term "merchandising advertising," which is both educational and institutional. It has for its purpose the actual selling of the article, commodity, or service. Now, analysis of this latter type copy, I believe, will prove interesting to you as an educator, and I am going to take the lid off and show you what makes it stick.

Merchandising advertising, to be successful, must do four things, the same four essential things that you, as an educator, must do in order to be successful; in this sequence:

First, it must attract.

Second, it must interest.

Third, it must convince.

Fourth, it must induce action.

Failing in the first, it cannot possibly hope to succeed in any of the others. Failing in any one of these, it fails entirely.

Now, let us take up the first requisite, attraction. My advertising is in direct competition with every other piece of printed matter on the page. Bear in mind, too, that my advertising, unlike the subjects that you teach, receives only the voluntary attention of my readers. I cannot say to my pupil, "Stop looking out of the window, Smith, and

look at the board." And what is more, I would not dare do it if I expect my lesson to go through and interest, convince, and induce action in Smith. Bear in mind also that there is only one kind of action I am seeking, and that is favorable action. I cannot secure favorable action from my reader by first securing his unfavorable attention, and neither can you. No, I must make Smith want to look at the board and pay attention. I must make him desire to do this thing. I must make Smith like it, and so must you. To that end I go to infinite pains to make my lesson more appealing to Smith's eye, more alluring to his senses, than the surrounding attractions. With my location of type and the white space around it I appeal to the appreciation of pleasing proportion which I know to be inherent in the Smith family, and likewise in the Dugans, and the Mulligans—and the Beans. With my headlines and with my sub-headings I endeavor to appeal to Smith's love of home, his love of family, his pride in children, his love of sports, his vanity, his egotism, his selfishness, and any one of the innumerable mediums of emotion and ambition that I know to be common to the Smith family.

Now, just as my printed lesson is in competition with all the counter-attractions around

it, all seeking to distract my pupil's attention, just so is your lesson in reading, writing, or arithmetic in direct competition with other interests—football, basketball, vacation plans, mischief, play, fun, chewing gum, laziness, and that lethargy which you, as educators, doubtless think is peculiar to youth, but which, I tell you, is seldom outgrown at fifty. And

then again, at this time of the year you will find that your student's mind is further distracted by that age-old counter-attraction of which the poets sing—"In the spring a young man's fancy, etc." Skirts attract the one, and vice versa, first long trousers attract the other. So what is the poor teacher and the poor advertising man going to do to overcome all of these counter-attractions? There are two ways.

The first is negative, and may be illustrated by the authoritative command, "Do not do that. Do this."

The other is a positive way, and it may be illustrated by this speech: "Why, yes, by all means, do this. I will help you. All you need to do is just to have one of these, and one of these, and you can do it easily."

The wise advertiser overcomes counter-attraction by using it, by whetting it, by fostering it, by building it up. It will develop into action, and it invariably follows that in this action it will drag through with it the thing which the advertiser has tied to it. To illustrate:

Take one of your backward boys, twelve or fourteen years of age. The

advertiser will reach him with his lesson through the pages of "Boy's Life" or any one of the dozens of books which boys usually read and devour. The advertiser knows this boy is lazy; he knows that he is a chronic sufferer from an aversion to work, but he wants him to do something, not for the boy, but for himself, and so he shows him a picture of a camera, for instance, and he tells him the fun he can have taking pictures of his pals, his teammates, his gang, his pets, his favorite gun. He suggests to him that he could even make spending money by selling prints and enlargements. He

tells him he can be a business man and always have money in his pockets. He will be the envy of the other boys. Then he tells him how easily he can get possession of it by merely selling five dollars' worth of soap washing powder to his mother's neighbors. The advertiser has now secured the attention of the boy, and created in him the desire to have this thing. From now on he must be convinced. He has innumerable objections to this plan. He is afraid of work, for the first thing, especially this kind of work, this soliciting. Another thing, he is selfish; it might interfere with his own particular plans. All of these must be overcome before action can be induced, and so the wise advertiser goes on to tell him how easily this thing can be done. "It will not interfere with your school or play. An hour each afternoon for a few days. Johnnie Jones, of Somerset, did it in one afternoon on the way from school. You can do it easily. Another thing, it is not like soliciting. It is regular sales work—the same kind of dignified work that our salesmen do on the road and at which they make five thousand dollars a year. And it is easy. Every place at which you call will want two, three, or five packages, some ten. Some order it by the case. There is a special price in case lots. You will soon be building up a very profitable business. Thousands of boys all over the country are making pocket-money every week. Hundreds of new boys every day! Do not wait until some other boy in the neighborhood has all the best customers around your mother's home. Sign the coupon to-day and send it in, and we will send you back this camera, this wonderful camera, and you can start right in." Naturally the boy thinks of starting right

in to take pictures. But he starts right in delivering soap powder.

The boy will sign it, and do that thing that he would not do for his mother or his father.

Now, that copy, when properly polished and painted up, may make it seem that this manufacturer is just a great big boy-hearted chap who is anxious to send cameras to boys, whereas his real object is to get his washing powder distributed through all the communities at the lowest possible cost.

Now, how does he get this boy to do this thing which he does not like to do? By whetting his natural human desire for something which he could not get without investing energy in the other thing. In this case, the camera becomes the main object of the boy; it is incidental to the manufacturer. And the work, which is the thing desired by the manufacturer or by you as an educator, becomes incidental to the boy—a stepping-stone over which to grasp the thing he wants. And he will do it.

Now, you can doubtless get results with these same methods. For instance, here is a class in trigonometry going out into the field.

Whetting Pride

The big, fat, lazy boy of the class is always behind the crowd and continually shirks his turn to carry the instrument. Now, you relate in class one day, quite casually, in his hearing, that the world looks upon the man who carries the instrument as the boss and brains of the outfit, and thereafter you will find that Fatty will make a rush to reach the instrument first, and will carry it away up in front of the class, so that everybody can see who is boss and brains of this outfit. It works just that way.

In advertising merchandise we sell the reader an idea, as you may say, and he buys the article that we have tied to it. To illustrate:

We picture a fairy nymph, beautifully gowned, holding a dainty little

Selling Ideas georgette waist over a three hundred and fifty dollar lavatory,

full of whipped cream and bubbles, to advertise soap, and Mrs. Murrays all over this land by the millions buy it to use in galvanized tubs to wash their husbands' blue work shirts.

We picture to the student and to his undersized father a magnificent character of a man rigged in raiment that just radiates crispness, and efficiency, and prosperity, and we sell him an idea, a pose, an attitude, and he buys the clothes.

We picture a bright, energetic, handsome young workman in the act of being publicly commended and congratulated by the president of the business, and being personally conducted by him over to the swivel chair in front of a desk marked "General Manager" and invited by him to sit down and run his business. Men all over the country read that and they buy correspondence courses after they leave your schools. Now what do they buy? The necessary hours and hours of self-denial and study? Certainly not. You have difficulty in giving that stuff away. They buy an idea—an idea of recognition, an idea of promotion—that is what they buy. It is not always what they get, but that is the way it works. First make him desire one thing hard enough, and he will do the other thing in order to gratify his desire.

Now just one word of what I think about you. Yours is a wonderful profession. Yours is a privilege. Other men may build (*Continued on page 303*)

DICTATION MATERIAL



to Shorthand Plates in
The GREGG WRITER

The Fall of the House of Usher

By Edgar Allan Poe

*Son cœur est un luth suspendu;
S'ilôt qu'on le touche il résonne.*

Beranger.

During the whole of a dull, dark, and soundless day in the autumn of the year, when the clouds hung oppressively low in the heavens,³¹ I had been passing alone, on horseback, through a singularly dreary tract of country; and at length found myself, as the shades of the evening³² drew on, within view of the melancholy House of Usher. I know not how it was—but, with the first glimpse of the building, a⁷⁵ sense of insufferable gloom pervaded my spirit. I say insufferable; for the feeling was unrelieved by any of that half-pleasurable, because poetic, sentiment with¹⁰⁰ which the mind usually receives even the sternest natural images of the desolate or terrible. I looked upon the scene before me—upon the mere¹³⁵ house, and the simple landscape features of the domain, upon the bleak walls, upon the vacant eye-like windows, upon a few rank sedges, and¹⁵⁰ upon a few white trunks of decayed trees—with an utter depression of soul which I can compare to no earthly sensation more properly than¹⁷⁵ to the after-dream of the reveller upon opium: the bitter lapse into everyday life, the hideous dropping off of the veil. There was an²⁰⁰ iciness, a sinking, a sickening of the heart, an unredeemed dreariness of thought which no goading of the imagination could torture into aught of the²²⁵ sublime. What was it—I paused to think—what was it that so unnerved me in the contemplation of the House of Usher? It²⁴⁰ was a mystery all insoluble; nor could I grapple with the shadowy fancies that crowded upon me as I pondered. I was forced to

fall²⁷⁵ back upon the unsatisfactory conclusion, that while, beyond doubt, there are combinations of very simple natural objects which have the power of thus affecting us,³⁰⁰ still the analysis of this power lies among considerations beyond our depth. It was possible, I reflected, that a mere different arrangement of the particulars³²⁵ of the scene, of the details of the picture, would be sufficient to modify, or perhaps to annihilate, its capacity for sorrowful impression; and acting³⁵⁰ upon this idea, I reined my horse to the precipitous brink of a black and lurid tarn that lay in unruffled lustre by the dwelling,³⁷⁵ and gazed down—but with a shudder even more thrilling than before—upon the remodelled and inverted images of the gray sedge, and the ghastly⁴⁰⁰ tree-stems, and the vacant and eye-like windows.

Nevertheless, in this mansion of gloom I now proposed to myself a sojourn of some weeks.⁴²⁵ Its proprietor, Roderick Usher, had been one of my boon companions in boyhood; but many years had elapsed since our last meeting. A letter, however,⁴⁵⁰ had lately reached me in a distant part of the country—a letter from him—which in its wildly importunate nature had admitted of no⁴⁷⁵ other than a personal reply. The MS. gave evidence of nervous agitation. The writer spoke of acute bodily illness, of a mental disorder which oppressed⁵⁰⁰ him, and of an earnest desire to see me, as his best and indeed his only personal friend, with a view of attempting, by the⁵²⁵ cheerfulness of my society, some alleviation of his malady. It was the manner in which all this, and much more, was said—it was the⁵⁵⁰ apparent heart that went with his request—which allowed me no room for

hesitation; and I accordingly obeyed forthwith what I still considered a very⁸⁷⁸ singular summons.

Although as boys we had been even intimate associates, yet I really knew little of my friend. His reserve had been always excessive⁶⁰⁰ and habitual. I was aware, however, that his very ancient family had been noted, time out of mind, for a peculiar sensibility of temperament, displaying⁶²⁸ itself, through long ages, in many works of exalted art, and manifested of late in repeated deeds of munificent yet unobtrusive charity, as well as⁶⁶⁰ in a passionate devotion to the intricacies, perhaps even more than to the orthodox and easily recognizable beauties, of musical science. I had learned, too,⁶⁷⁸ the very remarkable fact that the stem of the Usher race, all time-honored as it was, had put forth at no period any enduring⁷⁰⁰ branch; in other words, that the entire family lay in the direct line of descent, and had always, with very trifling and very temporary variation,⁷²⁸ so lain. It was this deficiency I considered while running over in thought the perfect keeping of the character of the premises with the accredited⁷⁵⁰ character of the people and while speculating upon the possible influence which the one, in the long lapse of centuries, might have exercised upon the⁷⁷⁸ others—it was this deficiency, perhaps, of collateral issue, and the consequent undeviating transmission from sire to son of the patrimony with the name, which⁸⁰⁰ had, at length, so identified the two as to merge the original title of the estate in the quaint and equivocal appellation of the "House⁸²⁸ of Usher"—an appellation which seemed to include, in the minds of the peasantry who used it, both the family and the family mansion.

I⁸⁵⁰ have said that the sole effect of my somewhat childish experiment, that of looking down within the tarn, had been to deepen the first singular⁸⁷⁸ impression. There can be no doubt that the consciousness of the rapid increase of my superstition—for why

should I not so term it?—served⁹⁰⁰ mainly to accelerate the increase itself. Such, I have long known, is the paradoxical law of all sentiments having terror as a basis. And it⁹²⁸ might have been for this reason only, that, when I again uplifted my eyes to the house itself, from its image in the pool, there⁹⁵⁰ grew in my mind a strange fancy—a fancy so ridiculous, indeed, that I but mention it to show the vivid force of the sensations⁹⁷⁸ which oppressed me. I had so worked upon my imagination as really to believe that about the whole mansion and domain there hung an atmosphere¹⁰⁰⁰ peculiar to themselves and their immediate vicinity: an atmosphere which had no affinity with the air of heaven, but which had reeked up from the¹⁰²⁸ decayed trees, and the gray wall, and the silent tarn: a pestilential and mystic vapor, dull, sluggish, faintly discernible, and leaden-hued.

Shaking off from¹⁰⁵⁰ my spirit what *must* have been a dream, I scanned more narrowly the real aspect of the building. Its principal feature seemed to be that¹⁰⁷⁸ of an excessive antiquity. The discoloration of ages had been great. Minute fungi overspread the whole exterior, hanging in a fine, tangled web-work¹¹⁰⁰ from the eaves. Yet all this was apart from any extraordinary dilapidation. No portion of the masonry had fallen; and there appeared to be a¹¹²⁸ wild inconsistency between its still perfect adaptation of parts and the crumbling condition of the individual stones. In this there was much that reminded me¹¹⁵⁰ of the specious totality of old wood-work which has rotted for long years in some neglected vault, with no disturbance from the breath of¹¹⁷⁸ the external air. Beyond this indication of extensive decay, however, the fabric gave little token of instability. Perhaps the eye of a scrutinizing observer might¹²⁰⁰ have discovered a barely perceptible fissure, which, extending from the roof of the building in front, made its way down the wall in a zigzag¹²²⁸ direction, until it be-

came lost in the sullen waters of the tarn.

Noticing these things, I rode over a short causeway to the house. A¹²⁵⁰ servant in waiting took my horse, and I entered the Gothic archway of the hall. A valet, of stealthy step, thence conducted me, in silence,¹²⁷⁵ through many dark and intricate passages in my progress to the studio of his master. Much that I encountered on the way contributed, I know¹³⁰⁰ not how, to heighten the vague sentiments of which I have already spoken. While the objects around me—while the carvings of the ceilings, the¹³²⁵ somber tapestries of the walls, the ebon blackness of the floors, and the phantasmagoric armorial trophies which rattled as I strode, were but matters to¹³⁵⁰ which, or to such as which, I had been accustomed from my infancy—while I hesitated not to acknowledge how familiar was all this—I¹³⁷⁵ still wondered to find how unfamiliar were the fancies which ordinary images were stirring up. On one of the staircases, I met the physician of¹⁴⁰⁰ the family. His countenance, I thought, wore a mingled expression of low cunning and perplexity. He accosted me with trepidation and passed on. The valet¹⁴²⁵ now threw open a door and ushered me into the presence of his master.

The room in which I found myself was very large and¹⁴⁵⁰ lofty. The windows were long, narrow, and pointed, and at so vast a distance from the black oaken floor as to be altogether inaccessible from¹⁴⁷⁵ within. Feeble gleams of encrimsoned light made their way through the trellised panes, and served to render sufficiently distinct the more prominent objects around; the¹⁵⁰⁰ eye, however, struggled in vain to reach the remoter angles of the chamber, or the recesses of the vaulted and fretted ceiling. Dark draperies hung¹⁵²⁵ upon the walls. The general furniture was profuse, comfortless, antique, and tattered. Many books and musical instruments lay scattered about, but failed to

give any¹⁵⁵⁰ vitality to the scene. I felt that I breathed an atmosphere of sorrow. An air of stern, deep, and irredeemable gloom hung over and pervaded all. (1576)

(To be continued next month)

Lesson XIII

WORDS

Ulceration, embalm, expiration, forestall, convert, exodus, submission, foremost, emery, impeach, concession, ingrain, disconnect, comedian, impact, encamp, subtract, involve, encroach; imitate, compromise, cantata, competence, forethought, emissary. (25)

SENTENCES

Because of his independent attitude before the committee, he was unable to accomplish his purpose. Congress will consider, individually, each and every contested claim. Incandescent²⁵ lights will be installed throughout the subway station. The subagent concluded it was inexpedient to explain the conditions of a subsequent sale. We will not⁵⁰ permit him to sublease our cottage in the suburbs. The counsel for the inventor would not sell the invention to the ensign. (72)

Lesson XIV

WORDS

Antecedents, McCarthy, circumnavigate, underbred, oversight, paralysis, hydrochloric, overtime, ante-lope, underbrush, declarative, suspected, superstitious, reclining, shortcake, selfsame, posthaste, circus, transplant, multiple, overalls, self-conceit, superhuman, shipboard,²⁵ postpaid, antipode, transmission. (28)

SENTENCES

He could not collect the insurance, because the transport was overloaded. The undertow was very aggravating to the swimmers. All superfluous material was eliminated from²⁵ the declaration. A thorough acquaintance with the shorthand

outlines for the following words will give you a good understanding of the prefixes involved: suppress, circus;⁵⁰ support, circuit; superfluous, circumference; suppression, selfish. Mr. McDonough declined to postpone his trip because of the shipwreck. (67)

Lesson XV

WORDS

Counter, extradite, lateralize, Paterson, countersign, abstraction, Austrian, centerboard, intelligently, alternating, contributor, intrinsic, extirpate, distributive, concentrate, interlace, petrification, counterpart, retractor, attractive, countercharge, electric motor, matronly, elected, retreat;⁵⁵ metropole, exclamatory, restricted. (28)

SENTENCES

The electrical contractor was excluded from the meeting because of his interest in the project. The controller of the currency constructed an instrument whereby a⁵⁵ counterfeit coin could be easily detected. The Austrian patriot will make a thorough canvass of this district in behalf of the suffering children. Although he⁵⁰ was neutral, it was difficult for him to restrain himself on this occasion. We shall use the metric system in determining the quantity of material⁷⁵ on hand. (77)

Lesson XVI

WORDS

Charitable, superscribe, circumscribe, wideness, widen, smallness, bequest, elation, wistfully, available, spotless, selfishness, mindful, peaceful, inducement, quotient, impatient, quibble, conflict, deflect, crudeness, perquisite, nobleness, alimentary, predispose;²⁵ sauciness, merciless, fissure. (27)

SENTENCES

Character is what you are; reputation is what people think you are. You cannot hope to be held blameless for the infliction of such punishment.²⁵ If the goods are like the sample, they

will prove very desirable. A dispute arose over the disposal of the funds which were collected for⁵⁰ the relief of the distressed city. Can you distinguish between the words "prescription" and "proscription"? The presumption should always be in favor of the accused. (75)

The Trouble of Being Right

From "The Office Economist"

There is no place where it is more difficult to be always right than in the business letters that we write every day. The amount⁵⁵ of training we require to compose a modern business letter, in the extent and intensity of the effort required is truly astounding. By far the⁵⁰ most complicated, intricate and exacting instrument that any of us is called upon to use is the language with which we transact our business.

And⁷⁵ why bother to reach this painful exactness? By sheer strength of nouns and verbs a man can usually make his necessary ideas understandable, at least¹⁰⁰ in the simpler relations. Why trouble to go further and master the intricacies of an admittedly difficult subject when you can order goods, write checks¹²⁵ and quote prices in a way that will be understood and that will secure the approximate results that are desired?

For the man who runs¹⁵⁰ his own business it is a matter of choice, to some extent, as to how far he wishes to go in perfecting his use and¹⁷⁵ practice of the English language. For those, however, not so placed, who are employed to transact the affairs of another, there is no such latitude²⁰⁰ allowed. There is nothing so much demanded by present-day business as the ability to express thoughts clearly, accurately and attractively. This applies to executives,²²⁵ department heads, correspondents of all grades, but it rests no more heavily on any of these than it does on the stenographer.

The stenographer is,²⁵⁰ perhaps, not

concerned with the higher refinements of expression, but she has what the average business man does not, the responsibility of caring for the²⁷⁶ appearance of the letter on its purely physical side, one of its most important aspects, by the way. "The letter that makes a friend is³⁰⁰ attractive in appearance, clean, framed in a white margin, and consistently planned. It is simple and clear in its meaning, just as the speech of²²⁸ a friend is simple and easy to understand, with no hidden thoughts, no statements with double meanings, and no formal phrases that repel."

Who is³⁵⁰ there, who has ever given business dictation that has not at times longed for a transcriber who could take the rough-hewn sentences of impromptu³⁷⁵ speech, smooth out the disconnected sentences, substitute for the interminable series of "ands" other connectives more expressive; insert the comma with the sure touch of⁴⁰⁰ the master which you yourself, perhaps, have not; straighten out the mixed subjects and order properly the voice of the verb?

That is the ideal,⁴²⁵ of course, and yet it is not unreasonable to expect the less gifted stenographer to do certain things and avoid doing others. Incorrect word usage⁴⁵⁰ is usually due to the stenographer's limitation of vocabulary. Especially where machine dictation is employed do these mistakes become a serious factor in operating costs.⁴⁷⁵ The solution is the study by the stenographic force of the vocabulary required for the business, and by individual study and reading. But there ought⁵⁰⁰ to be a law that no one can practice stenography until he knows positively the difference between "respectively" and "respectfully," "accept" and "except," "further" and⁵²⁵ "farther,"—"practicable" and "practical," "between" and "among," "would" and "should"; until "lie" and "lay," "laid," "lain," "laying" and "lying" are properly segregated and defined; until⁵⁵⁰ there is a clear-cut idea in the mind that

participles must relate to something, and that "Whom are you?" is more elegant than correct.⁵⁷⁵ Then there should be something done about the word "like" when used instead of "as," and "real" and "very" must be treated decently. (598)

Letters to Salesmen

(From *Constructive Dictation* by Edward Hall Gardner.
Pages 153, Letter 2 and 150, Letter 9)

Mr. Walter Steele,
Harrisburg, Pa.

Dear Steele:

You are certainly not leaving any gaps in your territory. I was especially pleased to see you get⁵⁵ that order on Monday from the Johnson Shoe Company, and then when you got over to Waterford get an additional order, and still another order⁶⁰ at Warren.

I certainly agree with you that, from the report you give as to the different places, your business should be good during the⁷⁵ coming month. It would be well to do considerable studying, Steele, in order to line up your territory and find your work so as to¹⁰⁰ avail yourself of every opportunity, and cash in while the going is good.

We shall follow up your visits with special letters from this office.¹²⁵ Without question, these letters will help you very materially on your next trip, and in all probability will bring in good mail orders.

Keep going¹⁵⁰—keep your health—keep up your record

Very truly yours, (160)

Mr. Harry Van Stein,
Salesman No 75.

Dear Sir:

The Jackson Hardware Company, Jackson, Michigan, have an ammunition contract with us which expires June²⁵ 1, this year. They have bought \$350.50 worth of goods to apply on this contract and should

purchase⁵⁰ \$149.50 worth still before the contract is completed so that they can receive the advantage of the low contract price.⁷⁵

Suppose you take the matter up with them on your next visit to Jackson and see if you can't get an order sufficient to¹⁰⁰ make up the balance due on the contract. Let me know what you are able to accomplish.

Yours very truly, (120)

Church vs. the Print Studio

(Continued from the March issue)

Q And that employing was done by you subsequent to the meeting of May 25, 1918, was it?

A Yes.

Q Do¹⁸⁰⁰ you remember the passage of a resolution by the board of directors placing the power of employment of all agents or workmen in the board¹⁸²⁵ of directors?

A I do.

Q At the meeting where this resolution was passed, that was the meeting that was held at the time that¹⁸⁵⁰ Mr. Peterson was called into the service, and this provision was made especially to take care of the employment of help while he was away,¹⁸⁷⁵ wasn't it? Do you remember that?

A Yes, I do.

Q Now during the first six months when the company was operated by Mr. Peterson¹⁹⁰⁰ and Mr. Sloan, do you recall any serious trouble coming up between the company and any of their clients?

A None that I know of¹⁹²⁵

Q Things went along harmoniously so far as you know, didn't they?

A Yes, sir.

Q After they left and you took charge, do you¹⁹⁵⁰ remember any serious trouble coming up with any of the big accounts? Just answer that yes or no. Do you recall any trouble?

A I¹⁹⁷⁵ can't answer it yes or no.

Q Well, maybe I can refresh your memory. You had the United States Steel account didn't you?

A Yes,²⁰⁰⁰ sir.

Q That was about your biggest account, wasn't it?

A It was at the time.

Q You lost that account, didn't you?

A No,²⁰²⁵ sir, I didn't.

Q Was that account on the books when Mr. Peterson came back to the office?

A It was not, no sir.

Q²⁰⁵⁰ It was not?

A No.

Q It fell off the books during the six months that Mr. Peterson was in the service, didn't it?

A²⁰⁷⁵ They stopped buying from us, yes.

Q That was the biggest account, wasn't it?

A The biggest local account, yes.

Q Do you remember the²¹⁰⁰ Anderson account?

A Yes, sir.

Q You lost that during that six months, didn't you?

A No, sir, I didn't.

Q Was that on the²¹²⁵ books when Mr. Peterson came back?

A Yes, sir.

Q You are sure about that, are you?

A Yes, sir.

Q Isn't it a fact²¹⁵⁰ that they quit ordering from you until after Mr. Peterson came back and he had to go around and interview them personally and re-open the²¹⁷⁵ account?

A No, sir.

Q Do you remember the Dingee account?

A I do.

Q That was a good-sized account. You lost that account²²⁰⁰ too, didn't you?

A No, sir.

(To be continued next month)

Short Stories in Shorthand

EXPLAINED!

Professor in poetry class: "Do you know why I flunked you?"

Books for the Shorthand Course

Elementary

Gregg Shorthand Manual.
Gregg Speed Studies.
Graded Readings in Gregg Shorthand (Hunter).

Advanced

Constructive Dictation (with or without Gregg Shorthand Vocabulary) (Gardner).
The Shorthand Classics.
Expert Shorthand Speed Course (So Relle).
Advanced Practice in Gregg Shorthand, Parts 1, 2 and 3.

Tests

Progressive Exercises in Gregg Shorthand.
Hoke's Vocabulary Tests in Gregg Shorthand.
Hoke's Measuring Scale for Gregg Shorthand Penmanship.
Hoke's Measuring Scale for Knowledge of Gregg Shorthand.
Word and Sentence Drills in Gregg Shorthand (Markett).

Reporting

Gregg Reporting Shortcuts (Gregg).
The Stenographic Expert (Bottome).
Shorthand Championship Tests (Mechler).

THE GREGG PUBLISHING COMPANY

New York Chicago Boston San Francisco London

Hopeful Student: "I have no idea."

Professor: "That's why, my lad."
(22)

FORETHOUGHT

"I don't like these photos at all," he said, "I look like an ape."

The photographer favored him with a glance of lofty disdain.

"You²⁵ should have thought of that before you had them taken," was his reply, as he turned back to work. (44)

GLOOM DESTROYERS

"Here comes 'April Showers,'" said Tom, as May's beau came up the street.

"Why do you call him April Showers?" asked Johnny.

"Cause he brings²⁶ May flowers."
(27)

QUITE TRUE

Employer—"I think that Mr. Smith would leave his head here if it wasn't stuck on. Why, this morning he left his cane here!"

Owner²⁸—"Oh, that's nothing. I

heard that he has to go to Colorado for his lungs." (40)

IMMATERIAL TO HIM

"When does the five-thirty train leave?" shouted a belated passenger, bursting in at the station door.

"Five-thirty," replied a porter.

"Well, the post²⁹ office clock is twenty-eight minutes past five and the town hall clock is thirty-two minutes past. Which am I to go by?"

"Ye³⁰ can go by any ye want, but ye can't go by the train because it's gone." (66)

SYNONYMS

"John," asked the teacher, "what is a synonym?"

"A synonym," said John, "is the word you use when you can't spell the other one." (24)

UNFATHOMABLE!

"Waiter, I can't understand why this trousers' button is in my soup."

"I can't either; we employ only women in our kitchen, sir." (23)



What an Educator May Learn from Advertising

(Concluded from page 295)

industrial monuments, may run great factories and distribute their wares all over the earth, but you are the manufacturers of humanity. Mohammed

says: "He who earnestly teaches, reverences God." **The Teachers' Privilege and Obligation**

Ariosto says of you, "Those who educate children well are more to be honored than they who produce them. These give them only life; those teach them to live well."

A boy or girl comes to you out of any of the million avenues of this country of ours. They may come from a rich and cultured line; they may fall from a family tree that is haunted by superstition. Whatever the background of that individual may be, it matters not. The possibilities are infinite and absolute, and you, as an educator, cannot stop until that mind is developed to the limits of its potentiality. Until then you cannot, you *must* not cease.

Nebraska Contests

(Continued from page 278)

alignment, (3) uniformity of spacing, (4) form of letters, (5) quality of line.

Any standard system of business writing may be used. Particular forms of letters are not required.

AWARDS shall be given for each class of work. Home penmanship—first place—certificate and suitable title.

Contest penmanship—first place—certificate and suitable title. Both events, second and third places—honor certificates.

STATE CONTEST. The papers in each class winning the five highest scores shall be sent to the state contest for state judging.

STATE AWARDS shall be given as follows: Highest score in home writing, certificate and suitable title.

Highest score in contest writing, certificate and suitable title.

Second and third places in each class, honor certificates.

OTHER RULES: Students may bring their own pens and ink, and other material will be furnished at the contest.

The district penmanship official shall be in charge of the district contest and shall appoint district judges.

The state penmanship official shall appoint state judges and secure the contest material from some impartial source.

Miss Ethel M. Craigh, Kearney, Nebraska, has charge of the shorthand contests, Miss Mina E. Hubbell, Omaha, the typewriting, and Helen Edgcombe, McCook, the spelling.



SINCE the last list was published the following teachers have been granted Gregg Shorthand Certificates:

Nellie M. Bloomhardt, Columbus, Ga.
Berta Boyd, Chico, Calif.
Lucile F. Champeau, Superior, Wis.
Frances Minerva Coffin, New York City
Bessie E. Conger, Phoenix, Ariz.
Margaret R. Connor, Los Angeles, Calif.
L. G. Crowder, Covington, Va.
Luella C. Dahlman, Duluth, Minn.
Rose Catherine Daveni, Superior, Wis.
Katherine Leonhard, Los Angeles, Calif.
Sister M. Hilda Lorschach, Indianapolis, Ind.

School and Personal News

(Continued from page 262)

Classes in Gregg Shorthand were organized February 1 for beginners and advanced students at the Central Evening High School for Women, Brooklyn.



Mr. Seth N. Baker is now with the East High School, Kalamazoo, Mich. For a number of years Mr. Baker was associated with McLachlan Business University, Grand Rapids, Michigan, but for the past year has been attending Kalamazoo College.



Doctor Margaret McNaught, who has been a Commissioner of Education for the State of California since the organization of the State Board in 1912, has resigned to live abroad. Her successor is Mrs. Grace C. Stanley, of Ontario, California.



Mr. Chester F. Lay is a new Associate Professor of Commerce in Robert College, Constantinople, Turkey.



Students of typing at the summer session of the University of California, will be "in love" with the subject, we predict, for they are to have as a teacher—in the elementary and intermediate classes, at least—that enthusiastic "Rationalist," Mrs. Gertrude Jay, from Phoenix, Arizona. It is a well-deserved recognition of Mrs. Jay's fine work with her high school classes.